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AUTHOR Carton, Aaron S.; Carroll, John B.

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ABSTRACT

Findings of the testing project carried out in the course of the 1959 Summer Russian Language Learning Program at Harvard University (Massachusetts) are presented. A number of students were selected for training at the Russian School at Middlebury College (Vermont) and the Summer Workshop in Russian at Indiana University. After a 6-week summer session the students participated in a 40-day tour of the Soviet Union. Instruments used in the evaluation process were the Auditory True-False Test, Pictorial Auditory Comprehension Test, Russian Written Proficiency Test, oral testing, and the Modern Language Aptitude Test. It was concluded that intensive language training could be very profitably conducted in the United States until the point is reached when students are fully able to profit from Russian travel; well-trained students could profit significantly from the travel experience, particularly in spoken language competence. Appendices, which comprise more than two-thirds of this report, contain the following: texts of the auditory true-false test in Russian and English; directions for taping, test booklet for the Pictorial Auditory Comprehension Test, sample answer sheet, and texts of Forms C, D, and E in Russian and English; and the Russian Written Proficiency Test, list of "correct" responses, and notes on scoring. (LB)

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THE 1959 SUMMER RUSSIAN LANGUAGE LEARNING PROGRAM

Final Report of Testing Project

Prepared for the

INTER-UNIVERSITY COMMITTEE ON TRAVEL GRANTS

by

Aaron S. Carton and John B. Carroll

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THE 1959 SUMMER RUSSIAN LANGUAGE LEARNING PROGRAM

Final Report of Testing Project

Prepared for the INTER-UNIVERSITY COMMITTEE ON TRAVEL GRANTS

by

AARON S. CARTON and JOHN B. CARROLL

Graduate School of Education
Harvard University
Cambridge, Massachusetts
July, 1960

PREFACE

The purpose of this report is to summarize the findings of the testing project carried out in the course of the 1959 Summer Russian Language Learning Program. It will seek both to evaluate the gains made by students who participated in the program and to report on the conduct of the testing project. This report supercedes two previous reports, "Report on Phase I of Testing for the Russian Language Learning Program" and a "Memorandum on Evaluation of Summer Russian Language Study Tour", which were submitted in July and in November 1959, respectively.

ACKNOWLEDGMENTS

The accomplishments of the Testing Program reported here were much facilitated by kind cooperation, liberal help, and encouragement from various persons. Mr. David Munford, Chairman of the Inter-University Committee on Travel Grants conceived of the Program and assured it of liberal financial support. Mr. Stephen Viederman, also of the Inter-University Committee on Travel Grants, attended to the administrative details. Professor William B. Edgerton, as Chairman of the Indiana Summer Workshop in Russian, was very helpful in assuring the smooth administration of the tests on the Indiana University campus as was Professor Misha Fayer, Director of the Russian School at Middlebury College. The students who participated in the Program allowed themselves to be subjected to several batteries of tests, which they eventually must have found tedious, with hardly a murmur. To all of these we wish to express sincere thanks.

A. S. C.
J. B. C.

CONTENTS

Page

PREFACE i

DESCRIPTION OF THE SUMMER RUSSIAN LANGUAGE PROGRAM AND OF THE TESTING PROJECT 1

DESCRIPTION OF TESTING INSTRUMENTS AND FINDINGS 6

A. The Auditory True-False Test 6
B. The Pictorial Auditory Comprehension Test 9
C. The Russian Written Proficiency Test 13
D. Oral Testing: Progress in Speaking Ability as a Result of the Trip to the Soviet Union 16
E. The Modern Language Aptitude Test 21

SUMMARY AND RECOMMENDATIONS 26

APPENDICES

Appendix A: Texts of the Auditory True-False Test in Russian and English

Appendix B: Directions for Taping, Test Booklet for the Pictorial Auditory Comprehension Test, Sample Answer Sheet, and Texts of Forms C, D, and E in Russian and in English

Appendix C: The Russian Written Proficiency Test, List of "Correct" Responses, Notes on Scoring

DESCRIPTION OF THE SUMMER RUSSIAN LANGUAGE LEARNING PROGRAM AND OF THE TESTING PROJECT

In the summer of 1959 the Inter-University Committee on Travel Grants conducted a program of Russian language instruction which combined study in specialized institutes in the United States with travel in the Soviet Union. This program was conceived of as being experimental, but it was hoped that it would prove effective enough to warrant being used as a model which might be adopted by other educational institutions.

The program may be described briefly as follows: The Inter-University Committee on Travel Grants selected a number of students for training at the Russian School at Middlebury College, Vermont and at the Summer Workshop in Russian at Indiana University in Bloomington. After a summer session of six weeks at these institutes the students participated in a forty day tour of the Soviet Union.

In order to be assured of maximum benefits from this exploratory staging of the program, the Inter-University Committee instituted a rigorous policy of evaluation. Thus, a testing project was attached to the Program in order to contribute to this evaluation and specifically to measure the progress which the students made in their acquisition of the Russian language. This language testing project was designed and supervised by the second named author of this report and conducted by the first named author. The testing project concerned itself exclusively with evaluating gains in the area of foreign language proficiency. Thus, concern with such educational goals as the student's development of better appreciation of cultural values and of increased sophistication in problems of international understanding were not regarded as being within the purview of the testing project, although these concerns were included among the educational aims of the Program.

The Inter-University Committee was cognizant of the fact that there is a paucity of practicable foreign language proficiency tests, especially in Russian, which might be used even in a routine problem of educational evaluation. Thus, the Committee regarded the inclusion of a testing project as being, in part, a contribution toward increasing the quantity and variety of objective tests which would meet the needs of this unique program and also as a contribution to the field of language proficiency testing in general.

The major difficulty encountered by the testing project stemmed from the fact that it was necessary to prepare measuring instruments while the process of instruction was already underway. This fact produced problems which had to be surmounted in a variety of ways. In the absence of standardized tests of Russian profeciency similar to those which the Educational Testing Service has devised in French, German, and Spanish, and because of the limitations of time, only a few tests were ready before the Program began in June. Because the object of the testing project was to assess the general trend of growth of a group of students in several areas of language competence, it was necessary to devise equivalent forms of the original tests for several subsequent phases of testing. Thus a major concern of the testing project was with devising equivalent (or at least statistically equateable) tests of the same area of language competence after the program of instruction was underway. Furthermore, the fact that the Program was conducted over a relatively short period of time made it necessary to prepare subsequent versions of the tests relatively hastily. Under the circumstances, it was also felt advisable for the testing project to contain a larger number of instruments than might normally have been considered necessary since the possibility of losing the data from one or another instrument was always uncomfortably great. Difficulties of this nature, however, are fairly frequent in problems of educational research, and the present testing project was able to surmount them fairly successfully.

A somewhat unique feature of the testing stemmed from the fact that although the tests used in this project were prepared specifically for the Summer Russian Language Learning Program, the tests were formulated independently from the curricula of instruction of the Program. This occurred partially because it would have been futile to try to establish liaison with the diverse personnel who prepared the materials of instruction for the summer language institutes and partially because the unique nature of the Program would have made meaningless any effort to measure the students' mastery of any specific item of language proficiency (e.g. a specific point in grammar). This situation proved to be rather salutary, since it necessitated the preparation of tests which would measure, in a general way, a student's ability to comprehend and to produce messages in a foreign language. Measurements of this nature would constitute an operational definition of foreign language proficiency.

It should be noted that the testing project could not include among its objectives the comparison between the Summer Russian Language Learning Program as a special form of instruction and other, more conventional, language instruction techniques. In reality, it did prove possible to find some clues as to the relative value of this program as compared with other types of language instruction, but the fact that there were no standardized tests to begin with and the fact that the testing project did not include plans for applying the tests used for the Program on other populations obviated the possibility of comparison with other programs. Thus, the short range objectives of the testing project included only (1) a study of the relative rates of progress during the various phases of instruction and (2) an evaluation of which groups of students are most likely to benefit most from the Program (i.e. what levels of aptitude and of prior training are most conducive to further progress as a result of the Program. However, the test data collected will always remain available for later use and it will be a relatively simple matter to ascertain how the results of the summer study and travel program compares with the results from a conventional college course, for example, whenever it becomes feasible to apply a similar testing procedure in a sample of colleges.

The actual schedule and inventory of tests used in the testing project can be best represented by the diagram on the following page.

It will be seen that the testing project was divided into three phases. Phase I refers to the work done in connection with the testing sessions which were conducted at the inception of summer training at Indiana University and at Middlebury College. Testing took place on June 15, 1959 at Indiana University and on June 30, 1959 at Middlebury College. In Phase I all the students at the Summer Workshop in Russian at Indiana University were given the Modern Language Aptitude Test and all students who had had any prior training in Russian were given the entire battery of proficiency tests which are listed in the diagram. At the Russian School in Middlebury College only students scheduled for travel in the Soviet Union were tested. The tests of Phase II, with the exception of Oral Testing, I were administered

DIAGRAMATIC REPRESENTATION OF THE TESTING PROJECT

for

THE 1959 SUMMER RUSSIAN LANGUAGE LEARNING PROGRAM

(June, 1959)

PHASE I TESTS
(Pre-tests)

1. Auditory T-F Test, Form A or B
2. PACT Form C
3. "Cloze" Test
4. Questionnaire*
5. Language Aptitude Test

(6 weeks Indiana
4 weeks Middlebury)

Intensive language training
(Indiana or Middlebury)

(August 5, 1959)

PHASE II TESTS
(Post-test I)

1. Auditory T-F Test, Form B or A
2. PACT Form D**
3. "Cloze" test (1st repetition)
4. Oral testing I (August 8, 9)

(7 weeks)

Travel to and return from U. S. S. R.

(September 25, 1959)

PHASE III TESTS
(Post-test II)

1. PACT Form C (half)
2. PACT Form E
3. "Cloze" test (2nd repetition)
4. Oral testing II

* Data failed to have any relevance. No report of this will be made.

** Results discarded because of poor recording and poor rendition.

August 5 at both campuses. The entire available population at Indiana and the Middlebury group of students slated for travel in the Soviet Union were tested on this occasion. Oral Testing I was administered to the students at Middlebury together with the rest of the battery of tests. The Indiana students who participated in the Soviet Union Tour were given the Oral Testing at the Midston House in New York on August 8 and 9 immediately prior to their departure for the Soviet Union. On September 25, Phase III was administered at the language laboratory of Columbia University to the students who had participated in the tour of the Soviet Union.

The designations of the groups which participated in the project are given below with a short description of each group.

Indiana non-Carnegie:

> This designation applies to all students at the Summer Workshop in Russian at Indiana University who did not participate in the tour of the Soviet Union. This group consisted of students whose prior training ranged from no prior training to as many as four years of prior academic study of Russian. This group was tested in order to obtain validating and normalizing data on the tests. There were 92 students on whom complete data were collected.

Indiana-Carnegie:

> This designation applies to students who were trained at the Summer Workshop at Indiana University prior to their departure for the Soviet Union. Students in this group had had one year of prior training in Russian at the inception of the Summer Program. (This one year consisted of typical academic training - classes 3 or 4 times a week. There were 10 students on whom complete data were collected.

Middlebury:

> This group consisted of students who were trained at the Russian School at Middlebury College prior to their departure for the Soviet Union. Students in this group had had two or three years prior training at the inception of the Summer Program. In Phases I and II this group also included some students who were Fellows under a different program of the Inter-University Committee. Some of the latter named students were not always able to participate in the testing. There were 9 students on whom complete data were collected.

DESCRIPTION OF TESTING INSTRUMENTS AND FINDINGS

A. The Auditory True-False Test:

The Auditory True-False Test was the only test of Russian proficiency which was not prepared in its entirety specifically for the Russian Summer Language Learning Program. It was originally constructed by P.J. Rulon and C.R. Langmuir for the Armed Services Specialized Training Program conducted at Harvard University during World War II. The test had been recorded on vinylite discs which were found to be in very poor condition when examined for possible use for the present project. It was necessary, therefore, to transcribe the items from the original recordings and to have them re-recorded by native Russian informants. As an adaptation for the Summer Program, the original array of items was divided into two forms of the test. Each form contained 80 items. Odd numbered items were chosen for "Form A" and even numbered items were chosen for "Form B." The two forms proved to be equivalent within reasonable tolerance limits.[1] In each form, half the items were spoken by a female native speaker while the remaining half were spoken by a male native speaker. In this test, students were required to indicate the truth or falsity of simple statements heard spoken on tape. The score on the test consisted simply of the number of correct responses. The highest possible score was 80. A transcription and a translation of the items appear in Appendix A.

---

[1] This equivalence was verified by administering the two forms of the test to two randomly selected groups at the first testing. Each form was then correlated with a test which both groups had taken (i.e. the PACT, Form C, which correlated well with this test). Since both groups performed equally well on the PACT, Form C, since the slopes yielded by the regression equations relating each form of the Auditory True-False Test with the PACT, Form C were almost equal, and since the means and the standard deviations of the two forms were only negligibly different from each other, it was concluded that the two forms were equivalent. If it had turned out that the tests did vary in difficulty (i.e. if the means of the two forms were significantly different from each other) the regression equations would have made it possible to equate scores earned on one form with scores earned on the other form.

In discussing the results obtained by the Auditory True-False Test, it is legitimate for us to ignore the fact that two forms of the test were used inasmuch as the virtual equivalence of the two forms had been demonstrated. The test was used only for the purpose of assessing progress during USA-based training.[2] Therefore, the data will be examined solely in terms of first and second testing. Figure I is a graphic representation of the frequency distributions of scores obtained for different amounts of prior training in Russian. The medians obtained at each testing are plotted and a connecting line is drawn between the medians of the first and second testing in order to give an indication of the general trends. In general, it may be seen from this figure that on the first testing the results are highly related to prior training. Similar trends appeared in all the proficiency tests; a finding which, of course, tends to demonstrate the validity of the instruments. Furthermore, it may be seen that gains made on this test during intensive summer language training are as large, if not larger than, the differences between successive year-levels at the beginning of training. Thus, for example, at the end of the USA-based intensive training, the group with one year prior training was on the average well ahead of where the two-year group had been at the start of training; similar results were noted for groups with greater amounts of training. (This result may conceivably have been due solely to the fact that subjects tended to become more "test-wise" -- accustomed to the test formats -- at the second testing; no attempt was made to control for such an effect experimentally in the present testing project. Nevertheless, experience from other research suggests that such an effect is negligible; therefore, one inclines to the belief that the gains were truly due to the intensive summer training.) A feature of interest in Figure I is the fact that the Indiana-Carnegie group showed somewhat greater

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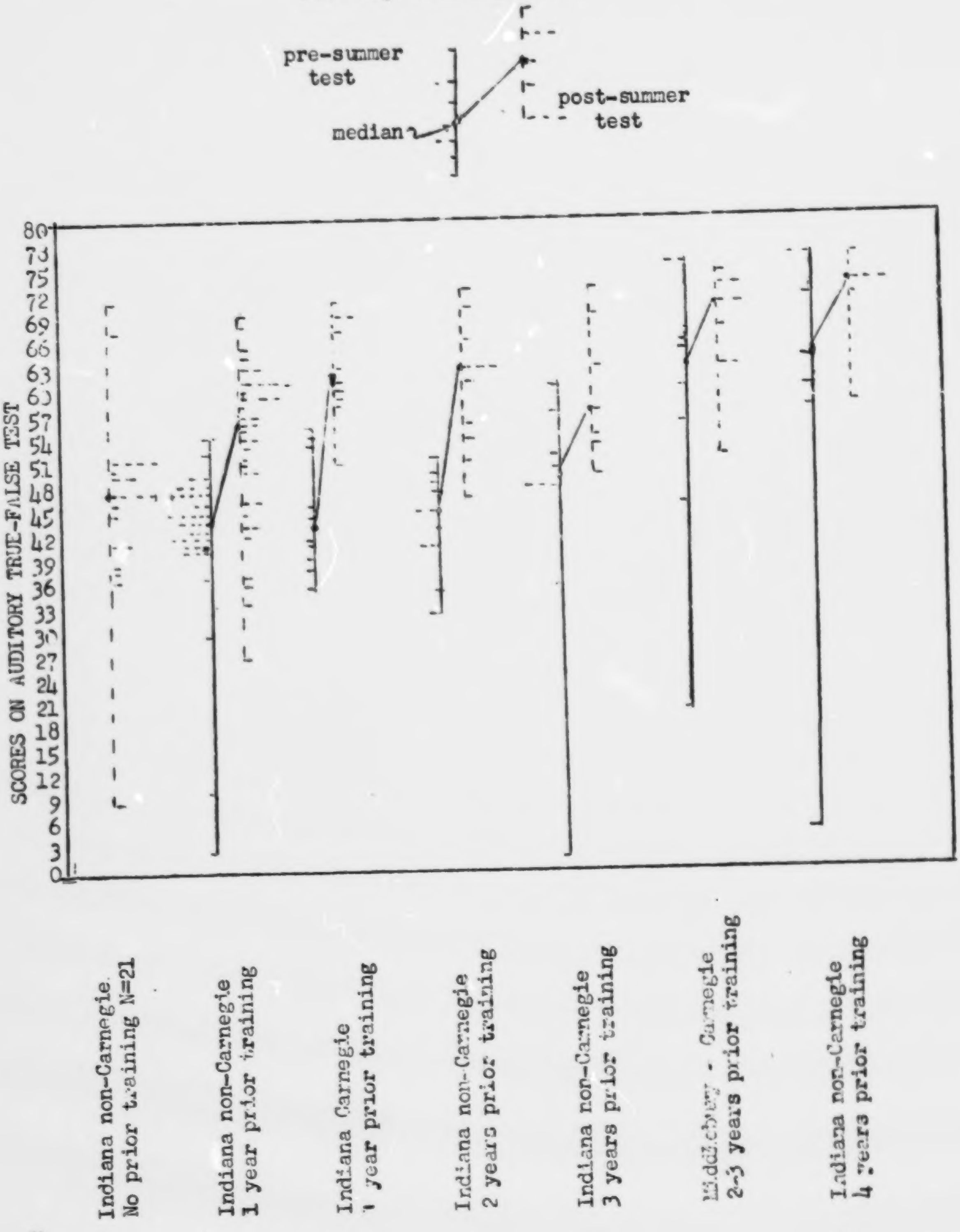
2. The test was included in the battery also for the purpose of equating PACT, Form C with PACT, Form D. Unfortunately, the results from PACT, Form D had to be discarded, and the data from the Auditory True-False Test could not be used for this purpose.

FIGURE I

Frequency Distributions for Each Classification of Prior Training on the Auditory True-False Test



N (pre)=		40	10	11	8	8	7
N (post)=21		37	10	11	7	9	6

gains than the Indiana non-Carnegie group with the same amount of prior training. Even after differences in linguistic aptitude are taken into account, (by applying the statistical technique of "analysis of co-variance") this trend seems to persist. Although the difference was not found to be statistically significant (the number of cases being very small) the difference -- if it does exist -- is to be anticipated because of the increased motivation the prospect of Russian travel must have engendered in the group.

Finally, it should be noted, that the test itself may be regarded as a very reliable instrument. The split-half reliabilities of Form A and Form B were .93 and .92 respectively. These values were computed from data obtained in the first testing session.

B. The Pictorial Auditory Comprehension Test

The Pictorial Auditory Comprehension Test (PACT) was devised by John B. Carroll and Wai-Ching Ho for measuring comprehension in a foreign language. The test form consists of a booklet with 75 groups of four pictures each. Each group of four pictures is used for one test item. On a tape, a statement is made for each item in the target language. The statement is spoken first by a male native speaker and then by a female native speaker. In each item, the task of the student is to select which of the four pictures in the group is indexed by the statement made in the foreign language. One of the virtues of the test is the fact that alternative forms are relatively easy to prepare. Another advantage of the test form is that it is generally found to be pleasant and interesting for the examinees. Finally, scoring is simple. The score is the number of correct selections.

The test was constructed originally for measuring competence in Mandarin Chinese. Versions of the first satisfactory set of statements to go with the pictures (designated Form C) have been or are being developed in French, German and Spanish. The present testing project made it possible for Aaron S. Carton both to arrange for the preparation of Form C in Russian and to write statements for Forms D[3] and E as well as to arrange for the preparation of these in Russian. Directions for taping, the picture booklet, a sample answer sheet and texts of Forms C, D, and E together with English transcriptions appear in Appendix B.

Figure II is a representation of the data obtained from Form C of the PACT administered at the beginning of summer training. The medians of each group which took the test are plotted on the figure. The close relation between median score and the amount of prior training is seen again here, as was seen in the case of the Auditory True-False Test.

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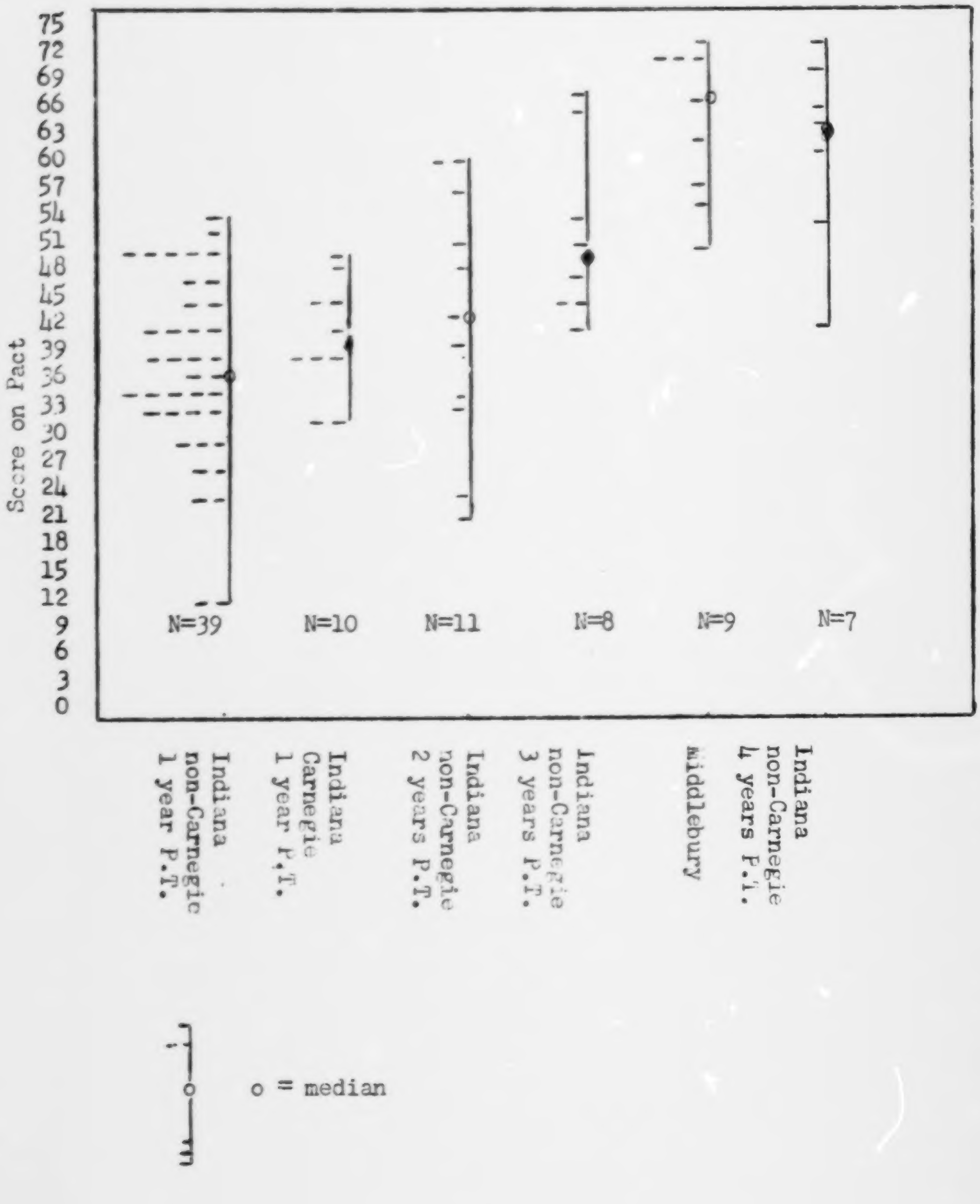
[3] Despite the fact that the data gathered by means of Form D had to be discarded because of difficulties encountered in the recording of the test, it is felt that the present project contributed substantially to the development of this Form.

FIGURE II

Frequency Distributions for each classification of Prior Training on Pictorial Auditory Comprehension Test
FORM C



Because it was necessary to discard the results of Form D (given at the end of the USA-based training), the data obtained by the PACT could be used only to assess the total amount of achievement from the beginning of summer training until the return from the Soviet Union. It was not possible to use the test to assess the separate influences of the USA-based training and the Soviet tour. Two expedients were resorted to in order to gauge these over-all gains. One was the administration of a half of Form C[4] at the final (Post Soviet Union) testing and the second was the administration of From E[5] at the same testing session. Eighteen students participated in this testing session.

It was originally hoped that Forms C and E would prove to be precisely equivalent forms of the PACT. In order to obtain presumptive evidence that this was in fact the case, the correlation between the half of Form C given at the second testing and Form E was obtained and the ratio of the mean of the first half of Form C (given as a pre-test) to the mean of the first half of Form C (given as a post-test) was compared with the ratio of the mean of the entire Form C (to be regarded as a pre-test) to the mean of Form E (to be regarded as a post-test). The correlation between the first half of Form C (post-test) and Form E was .92. This indicates that the test form in general is highly reliable. Comparison of the ratios of the means, however, indicated that Form E was a slightly ~~easier~~ harder test.[6] This implies that a formula for equating the two forms will have to be computed for future use of these tests. This computation was not done on the basis of the data collected here, because it was felt that the size of the sample to which Form E was administered (i.e., 18) would not yield adequately reliable results.

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[4] Actually 40 out of 75 items were used. This is referred to as "half" for convenience.

[5] The original design of the testing project called for the use of the data from Forms A and B of the Auditory True-False Test at the first and second testing as the set of scores with which to equate Forms C and D of the PACT. Then Form D of the PACT was to be equated with Form E of the PACT by using the scores of the second and third administration of the Cloze Test (see below). The technique of equating test forms by using regression equations obtained by administering a correlated control test to two groups (or to the same group on two occasions) is referred to briefly in Footnote 1, above.

[6] The ratio of the means of the first half of Form C as a pre-test to the first half of Form C as a post-test was .68. The ratio of Form C (pre-test) to Form E (post-test), when adjusted for the fact that one item of Form E

We are thus left with the scores of the first half of Form C, as both a pre-test and a post-test, as the most reliable index of gains made on the Pictorial Auditory Comprehension Test over the entire training period. These scores, together with their respective medians are plotted for the Indiana-Carnegie and the Middlebury groups on Figure III. The scores of the entire Form C and Form E are also shown for the sake of completeness, but no conclusions may be rigorously based on these data despite the fact that they seem to follow the trend of the other set of data. Inspection of Figure III reveals that both the Indiana-Carnegie and Middlebury groups showed gains over the summer, that the Middlebury group started at a higher level than the Indiana group, and that at the end of the summer the scores of the Indiana group were closer to the scores of the Middlebury group than at the beginning of the summer. The last noted trend would at first lead one to conclude that the Indiana group learned more relative to its initial level of proficiency as a result of the Summer Russian Language Learning Program than the Middlebury group did. Closer scrutiny of the data reveals, however, that this assumption is unwarranted. What seemsto have happened, in actuality,

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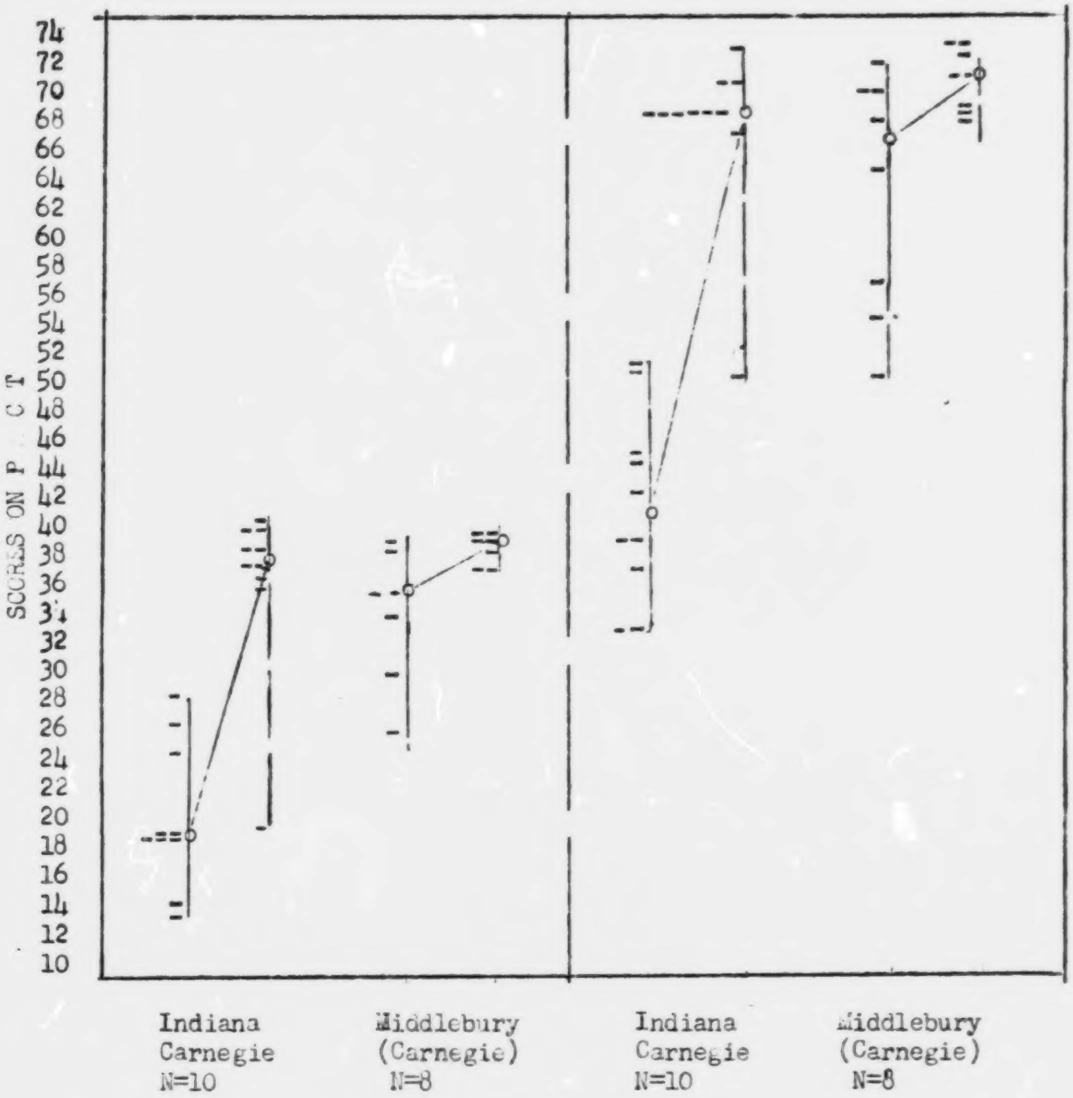
had to be discarded because of a recording error, was .73. It is to be noted that had these ratios proved to be equal, this would have supplied only presumptive data that the tests were of equal difficulty and would not have implied that they were equated. The procedure equating the tests as described in Footnote 1, above, could not be followed using the first half of Form C as the control test, because the correlation of Form C with a half of Form C would have involved a spurious part-whole correlation. In order to complete the equating procedure an additional set of scores would have had to be extrapolated from the data. Given the limited population and the consequent unreliability of these computations, there was little justification for following this complicated procedure.

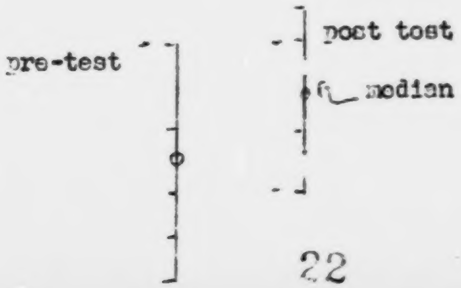
FIGURE III

Frequency Distributions for Carnegie Groups on Pictorial Auditory Comprehension Test



1/2 FORM C (actual 40 items)

Form C = Pre-Test
Form E = Post-Test


pre-test
post test
median

is that at the end of the summer both groups approached so close to the ceiling of the test that it is impossible to differentiate between them. Thus the apparently smaller gains made by the Middlebury group is really a function of the test. This ceiling effect is an inevitable consequence of the fact that the skill involved in responding correctly to the test is practically completely mastered by the students taking the test. (A similar, though less marked, ceiling effect may be observed by inspection of Figure I.) The implication for the use of the test is that the test is useful at the elementary and intermediate levels of proficiency, but fails to afford discrimination at the most advanced levels of proficiency.

C. The Russian Written Profeciency Test

The Russian Written Proficiency Test (also called the "Cloze Test") is an adaptation of a procedure previously explored by John B. Carroll, Aaron S. Carton, and Claudia P. Wilds as a possible technique for measuring language proficiency.[7] It is essentially a "fill-in-the-blank" test. The test is easy to prepare, but unpleasant for the testee. Furthermore, the scoring technique used for this program presented several difficulties. The particular form of the test which was devised for this program consisted of sixty items which were constructed simply by sampling textual materials from a wide array of Russian literature ranging from elementary Russian readers through newspapers up to literary, philosophic, and scientific works. The items were prepared by taking the first eleven words following a randomly selected period in the textual samples and deleting the fifth word. Occasionally when, for example, numbers, proper names or special idioms occurred in the text, extra words were included in the item. The items were typewritten and mimeographed on the test form with blank spaces of uniform length substituted for the deletion. It was the task of the students to supply the deleted Russian word or an English equivalent of the word with a complete grammatical description.

A rather elaborate scoring procedure was devised for this test so that credit could be given for all reasonable responses and so that the assignment of credit for each item would be commensurate with the amount of knowledge the student showed of Russian grammar, vocabulary and comprehension of the contextual segments. The test, a list of the deleted words and a detailed description of the scoring procedure are given in Appendix C.

---

[7] Carroll, J.B., Carton, A.S., Wilds, Claudia P. "An Investigation of 'Cloze' Items in the Measurement of Achievement in Foreign Languages," College Entrance Examination Board Research and Development Reports, Cambridge, Massachusetts: 1959.

In order to score the test, all the responses of all the students who took the test were arrayed on separate sheets. Each item was scored separately and a separate record of the values assigned to each response was maintained. It is thus possible to verify the score of any student and to check the scoring procedure for reliability and objectivity. It is also possible, and perhaps desirable for future use of the test, to check the judgments of what constituted a "reasonable" response.

The score of a student on this test is equal to the sum of the number of points he earned divided by 2. Halving the scores does not affect the scale of the test at all and it facilitates handling the data somewhat. In the hypothetical case in which a testee correctly supplied every word which had originally been deleted, he might earn 200 points or a test score of 100. The identical test was administered at the beginning of summer training, at the end of the summer, and after the return of the students from the Soviet Union. Discussion with the students taking the test revealed that they found the test difficult on all occasions and that they were not able to remember any items from one testing session to another.

The results of the Cloze Tests are shown in Figures IV and V. Figure IV is a graphic representation of the frequency distribution of the scores of each of the classes at the Indiana Workshop at the beginning of the summer (with the exception of the group with no prior training) and at the end of the summer. Inspection of this figure reveals that the test shows a general, validating trend varying with the amount of prior training and that, in at least two of the classes represented on the figure, gains were greater during the summer workshop than what the trend of gains seems to be between successive years of other types of training. Inspection of Figure V, which shows frequency distributions for the three testing sessions for the groups which went to the Soviet Union, reveals gains in test scores throughout the training period. This test does not seem to show the same

FIGURE IV

Frequency Distributions for Each Classification of Prior Training of Indiana (non-Carnegie) Groups on the Cloze Test

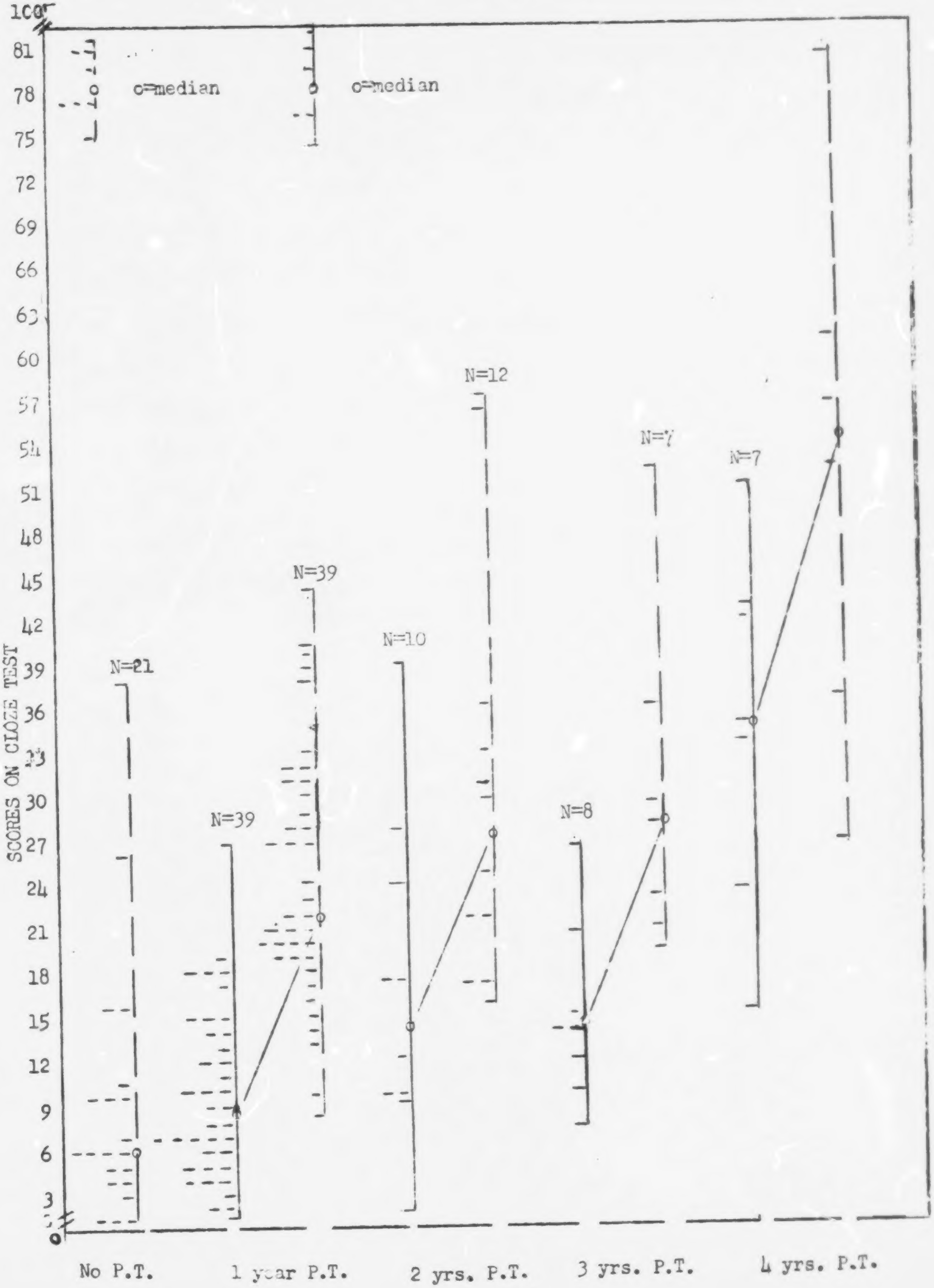
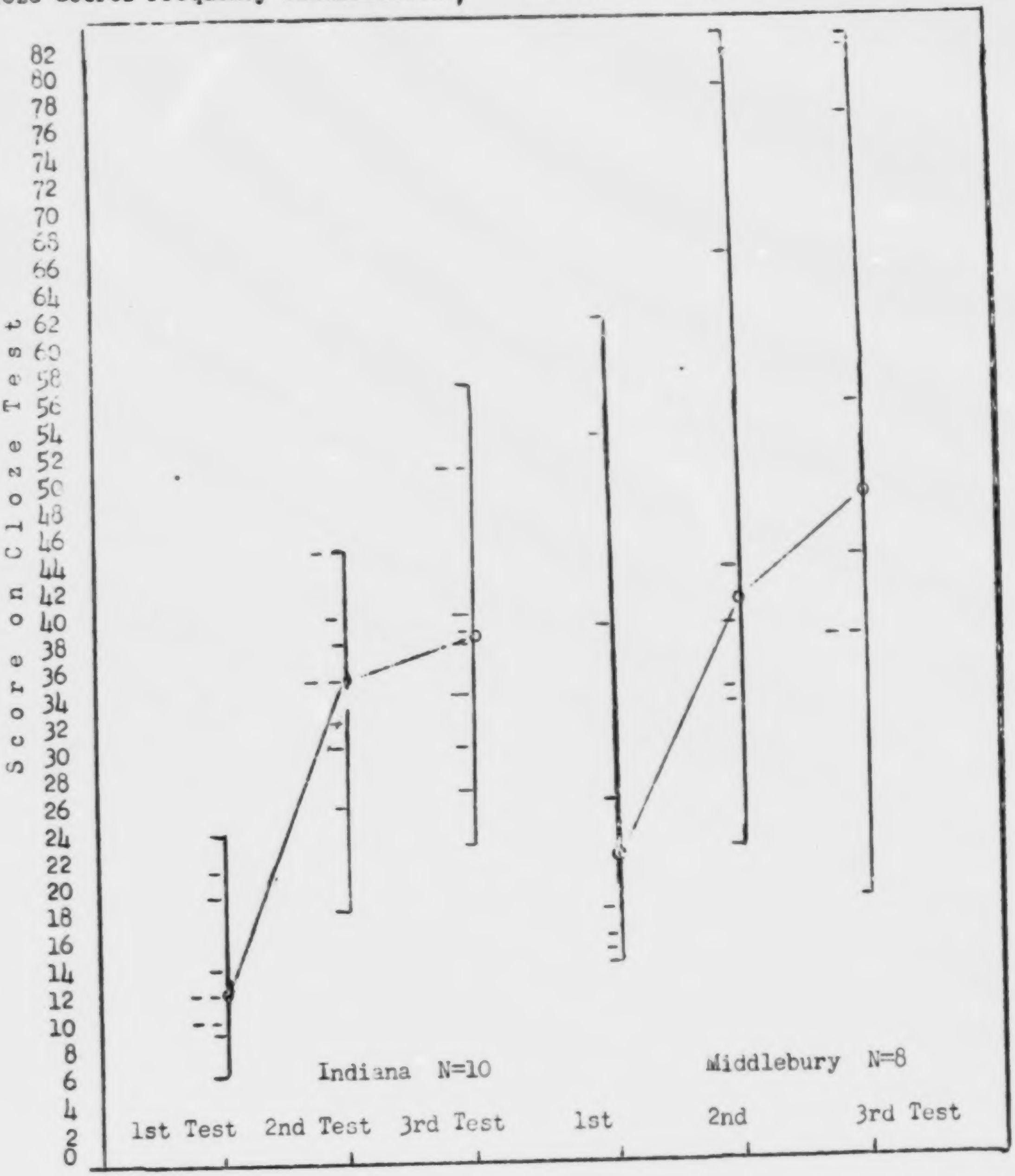


FIGURE V

Cloze Scores Frequency Distributions, Indiana-Carnegie and Middlebury Groups



ceiling effect which the PACT shows. There is, indeed, a slight indication that the Middlebury group showed greater gains throughout training in the summer Russian School and in the Soviet Union than the Indiana group showed. There seems to be, furthermore, some indication that the rate of gains showed some tapering off after the end of training in the summer school sessions. The tapering off of gains was greater for the Indiana-Carnegie group than for the Middlebury group.

D. Oral Testing: Progress in Speaking Ability as a Result of the Trip to the Soviet Union.

All students who participated in the tour to the Soviet Union were subjected to a test of oral production both before their departure for the Soviet Union and upon their return. In this test the student was required to respond in Russian to a series of questions which were put to him in Russian. The questions were recorded on tape by a native Russian informant and the responses of the students were also recorded on tape. The student responses were later re-arranged on separate tapes for presentation to judges who scored the samples of speech. The items[8] on the test which were used for analysis in the present report include the following:

1. An item which required the student simply to repeat an expression or a sentence. The unitsfor repetition were arranged so that each successive item was longer and more difficult than the preceding one.

2. Reading aloud a Russian passage. About forty seconds were allowed for this.

3. An item which consisted of several simple questions in which the student was required to respond using the words and forms of expression which were used in the question.

4. An item which required the student to speak for fifteen seconds about the weather in the place where he had spent the summer.

5. An item which required the student to speak for a minute about his preference in books.

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[8] In addition to the use described in the body of this text, this oral production test includes features which are intended to tap dimensions of cognitive functioning related to oral production. Thus, some additional items in English and a few items in Russian which were not analysed for this report were included in the test. These data will also make it possible to do some exploratory studies on the relationship between cognitive functioning in one's native language and in a target language. This material will also be used for doing some exploratory studies on the relationship between fluency in one's native language and in a target language. These data will be exploited by one of the authors at a future date.

6. An item which required the student to describe a picture which was shown to him and to discuss the picture in terms of its contents and the events portrayed. A minute was allowed for this item.

PROCEDURE

In the pre-Soviet Union testing session, the oral production test was conducted individually with each student. The examiner operated the recording equipment. The testing after the Soviet Union tour was conducted at the language laboratory at Columbia University. The examiner played the question-tape from a console and the students were required to manipulate the equipment to a certain extent. The regularity of the results to be reported below argues that this variation in the testing procedure did not introduce an excessive amount of extraneous variation in the measurements made. Yet the experience of the examiner in conducting this testing leads him to feel that in the future this variation should be kept at a minimum.

After both sets of recordings were collected, copies of the tapes were made on which all identification of the students was removed. A number code was substituted for the student identifications. Samples from the pre-Soviet Union testing were mixed with samples from the post-Soviet Union testing in a pre-arranged random order. The tapes were then presented to two judges for scoring.

JUDGES AND SCORING

The judges were two native speakers of Russian. They have had considerable experience as instructors of Russian at Harvard University. Both judges hold advanced academic degrees and have had considerable training in general linguistics.

The test materials were scored by the judges on four nine-point scales. These scales were designated as: Grammar, Pronunciation, Fluency, and General Impression. Although the judges worked together in listening to the tapes and in establishing standards with which to assign scores, they assigned their scores independently. The judges proceded in making their evaluations by assigning tentative values to several samples of speech and getting an overall impression of the general level of proficiency represented by the tapes. As the work of rating the tapes proceded and as the scales became more clearly established in the thinking of the judges, they would frequently refer back to previously scored samples and check on these in order to assure the maintenance of consistent criteria over the entire series of samples to be scored.

The judges reported that their experience as language teachers helped them to establish a sense of relative levels of proficiency and of the general potentialities of the students. Nevertheless, the task of rating the tapes proved arduous and approximately three times as much time was required to judge the samples as would have been required to listen to the tapes a single time. The judges were not aware of the fact, and they were indeed surprised to learn, that they were rating each student twice (because there were two samples for each student).

RESULTS: Reliability of Judges.

The correlations between the ratings on each student assigned by the judges on each of the scales are given in Table I.

In addition the correlations of the scores of each student in the pre-Soviet Union sample and the post-Soviet Union sample on each of the scales for each of the judges is given in Table II.

From these tables it may be seen that the agreement between the judges is fairly high and thus the ratings may be regarded as rather reliable. The fact that the correlations between pre-Soviet Union and post-Soviet Union scores fluctuate considerably might be attributed as easily to the fact that the interim training has produced extraneous variations in each of the subject's scores as it might be attributed to erratic behavior on the part of the judges. The fact that there are considerable positive correlations in

TABLE I

Interjudge correlations on four nine-point scales of oral proficiency.

N equals 41* samples of speech judged.

Scale	Correlation
Grammar	.76
Pronunciation	.55
Fluency	.77
General Impression	.58

*Note: Because of equipment failures and because some students failed to operate their equipment correctly several samples had to be discarded. The largest possible number was used in computing the correlations shown in Table I and II. On one occasion, one judge found a segment too noisy while the other judge felt he was able to make his judgments on it.

TABLE II

Correlations between pre-Soviet Union and post-Soviet Union ratings of each student for each of the judges on each scale.

Scale	Judge O (N* equals 19 pairs of segments)	Judge K (N* equals 18 pairs of segments)
Grammar	.52	.52
Pronunciation	.16	.17
Fluency	.43	.35
General Impression	.60	.46

*See note to Table I

pre-Soviet Union and post-Soviet Union ratings, and the existence of the patterning of these correlations, in the presence of several additional sources of variance, makes it reasonable to conclude that the ratings made by the judges are certainly reliable enough to justify their use.

Evaluation of Gains:

In view of the relatively high reliability found and in view of the manner in which the ratings were prepared, the data from the two judges were combined. Table III summarizes the mean differences between pre-Soviet Union scores and post-Soviet Union scores (or the mean gains) measured on each of the scales of oral proficiency. It is apparent from this table that in general, the entire group showed gains on all four scales of oral production. (A t-test of the significance of differences between correlated means was used to find the significance level of the differences.) It is to be noted, however, that the most significant gains were made by the Middlebury group and the gains for the students in the Indiana-Carnegie group were somewhat smaller. In Figure VI the frequency distributions and medians of each of the groups are plotted. The same conclusions may be drawn from examination of this figure. This pattern of gains seems to accord well with the expectation that a group of students which had more experience with a foreign language and a greater opportunity to practice it, will be more apt to benefit from travel in the foreign country than a less proficient group. A more proficient group will be more apt to speak to the inhabitants and to be well received by them.

Interrelations of scales:

Table IV summarizes the intercorrelations of the four scales of oral proficiency. The scores of each student summed over the two judges were used in computing these correlations. The upper segment of the matrix contains the correlations of the pre-Soviet Union scores, the lower segment contains the post-Soviet Union intercorrelations. From this table it may

TABLE III

Mean gains of second testing over first testing on four scales of Oral Production (as measured by the combined ratings of two judges) for students in the Middlebury Group, the Indiana-Carnegie Group and in the two groups combined.

Group	Grammar	Pronunciation	Fluency	General Impression
Middlebury (N=8)	2.375**	3.125**	3.750****	2.375**
Indiana-Carnegie (N=10)	1.500	.600	1.000	1.200
Total (N=18)	$1.88\dot{8}$****	$1.72\dot{2}$****	$2.11\dot{1}$***	$1.72\dot{2}$***

****Difference significant at .005 level (one tail)
***   "   "   " .01   "   "   "
**   "   "   " .025   "   "   "
*   "   "   " .05   "   "   "

TABLE IV

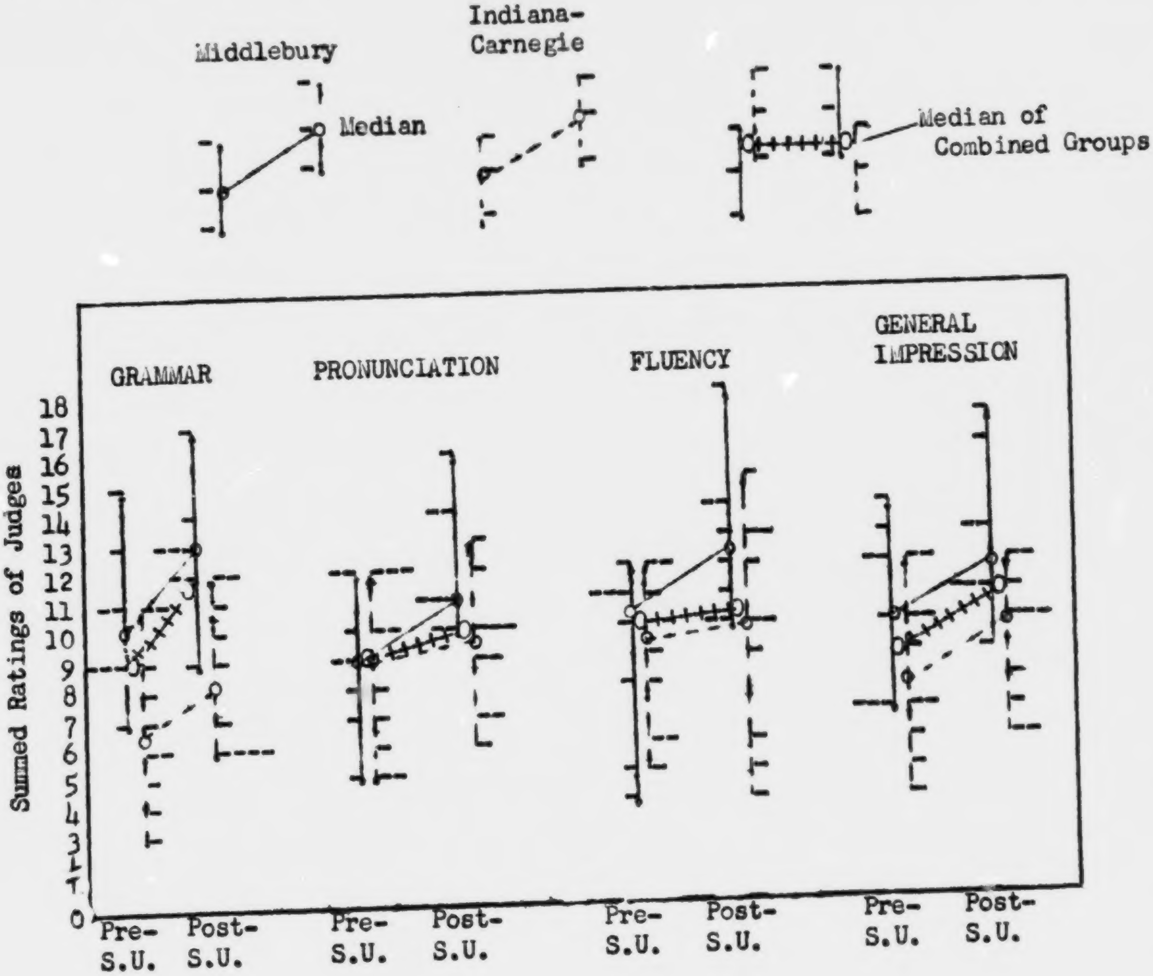
Intercorrelation matrix of judges' summed scores on four scales or oral proficiency. Upper half contains correlations of pre-Soviet Union data; lower half contains post-Soviet Union data.

N=17

	Grammar	Pronunciation	Fluency	General Impression
Grammar	XXX	.59	.53	.59
Pronunciation	.84	XXX	.65	.44
Fluency	.76	.54	XXX	.58
General Impression	.81	.69	.95	XXX

FIGURE VI

Frequency Distributions and Medians of Judges' Ratings on Four Scales of Oral Proficiency for the Indiana-Carnegie (N=10) and Middlebury (N=8) Groups.



be seen that the four scales are rather highly intercorrelated. This phenomenon appears frequently in judged ratings of oral proficiency. While it may attributed, in part, to the behavior of the judges[9] in rating the same sample on all four scales at the same time, it is reasonable to suppose that some of the common variance measured by this intercorrelation may be attributed to the students. Students who apply themselves to mastering a language will direct their energies to mastering all the phases of proficiency, while students who are less strongly motivated will manifest lack of learning in all phases.

An interesting feature of the intercorrelation matrix is the fact that the post-Soviet Union intercorrelations are generally higher than the pre-Soviet Union intercorrelations. This result is an instance of the usual finding that training over a given period of time tends to widen individual differences rather than to narrow them. Students who benefitted more from the Soviet Union tour tended to benefit in all measured phases of oral production, and students who benefitted least tended to remain behind in all measured phases.

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9. A study in which judges would rate a single segment on a single scale and would rate all four scales independently was envisioned in the first plan of this study. Limitations of time made it impossible to do this study at the time the ratings on the scales were made. The data from such a study is needed in the development of oral profociency tests and one of the authors plans to carry out this study in the future -- perhaps using the raw data collected in this testing project.

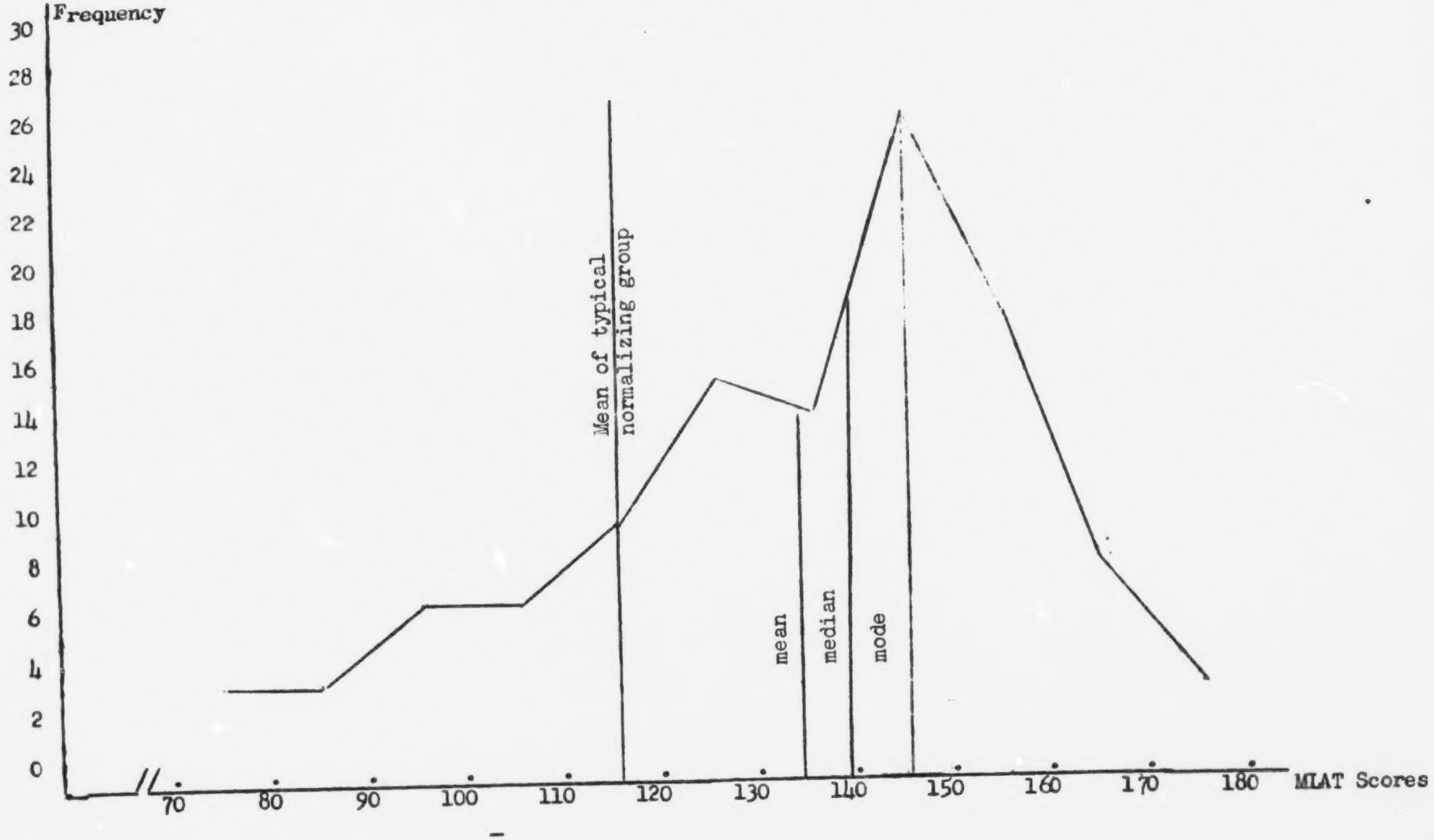
E. The Modern Language Aptitude Test

The Modern Language Aptitude Test (MLAT) was devised by John B. Carroll and Stanley M. Sapon for the purpose of predicting success in foreign language study in regular school curricula and in specialized language programs such as those run by the Foreign Service Institute and by the Army Language School. The test was included in this project in order to (1) ascertain the role of aptitude in a diversified training situation, (2) to facilitate the interpretation of data obtained on the various tests and (3) to provide a basis for making adjustments when unmatched groups were to be compared.

The MLAT was administered to a total of 111 students who participated in the Summer Russian Language Learning Program. The mean raw score of this group on the test was 134.2. The standard deviation was 23.14. This mean score is considerably higher than the mean scores obtained from the groups on which the test was standardized. Table V shows the raw scores on the MLAT corresponding to designated percentile scores for the students who participated in the Summer Russian Language Learning Program and for a typical group of students on which the test was standardized. This table reveals that the median score of the students in the summer program corresponds to a score in the 80th percentile in the normative group. The entire range of scores is considerably elevated in the summer program group. Figure VIIIis a graphic representation of the frequency distribution of the scores made by the students in the SRLLP on the MLAT. In addition to revealing how the distribution of scores on the MLAT is confined to higher range of scores for the students in the summer language program, the figure shows that the distribution is highly negatively skewed; that is to say that the scores tend to cluster above the mean. This implies that the modal score, which was 144, (or the median, which was 138) rather than the mean, is a more appropriate measure of the central tendency of the scores.

FIGURE VII

FREQUENCY POLYGON OF MODERN LANGUAGE APTITITUDE TEST SCORES OF STUDENTS IN SUMMER RUSSIAN LANGUAGE LEARNING PROGRAM



The fact that the students in the Summer Russian Language Learning Program tend to be in a high language aptitude group seems to imply that a considerable amount of self-selection takes place in the process of enrolling for voluntary courses of summer language study. Since this self-selection was not based on the students knowledge of their actual scores, it would seem reasonable to assume that a student's prior success in language learning and, in general, his own assessment of his capabilities for learning a language are important factors in determining his interest in foreign language study.

An interesting manifestation of such a process of self-selection was observed in the Summer Russian Language Program itself. Of the 92 Indiana non-Carnegie students at the Indiana Workshop who took the MLAT at the beginning of summer study there were eight cases for which there were no final-testing-scores available. Since the final testing was obligatory for all students, it is reasonable to assume that these eight students had dropped out of the program before completing it. Of the eight students for which there were no final scores, six had MLAT scores which were well below the median of the students participating in the program and two had aptitude scores which were only slightly higher than the median of the sample. It would seem reasonable to infer from these data that the tendency to drop out of the Program was related, to a considerable extent, to the aptitude of the student or, more accurately, to his perception of his ability to keep pace with the curriculum and or the other students in the group.

It is instructive to examine the relative aptitude level of each of the groups which participated in the Summer Russian Language Program. Table VI is a summary of the number of students, the mean, and standard deviation of each group. The table reveals that the Carnegie groups had the highest average aptitude and were also the most homogeneous as to aptitude. The process of selecting these students on the basis of teachers' recommendations

TABLE VI

Means, and standard deviations of total MLAT scores for each classification of students participating in the Summer Russian Language Learning Program.

Group	N	Mean	S. D.
Indiana, non-Carnegie, No prior training	26	128.7	25.38
Indiana, non-Carnegie, 1 yr prior tng	40	138.0	19.23
Indiana, non-Carnegie, 2 yrs prior tng	11	135.4	20.93
Indiana, non-Carnegie, 3 yrs prior tng	8	116.5	29.21
Indiana, non-Carnegie, 4 yrs prior tng	7	120.1	26.24
Indiana, Carnegie	10	144.6	17.32
Middlebury	9	146.6	8.91
[All Carnegie	19	145.5	14.02]
Entire SRLLP	111	134.2	23.14

would account for this. The lowest and most heterogeneous groups in respect to aptitude test scores were the groups with three and four years of prior training. The numbers of students in these groups are too small to make any justifiable inferences about them, although one is tempted to hypothesize that at least some of the members of these groups fall into a category of students who study foreign languages very diligently and long but, because of limitations in ability, achieve the upper levels of proficiency only with considerable effort. It will be remembered that the two groups in question showed comparatively small gains on the proficiency tests. In addition to other considerations discussed above,the aptitude level of the students may be another factor which would account for their relatively poorer performance. These students may take more advanced courses because they fail to achieve what other students achieve with few courses. Such students would fall into a different category from those which enroll in a summer program because of the gratification they find in learning a second language. It should be noted that the groups with one and two years of prior training have the highest mean aptitude scores, except, of course, for the specially selected Carnegie groups.

In addition to studying the distribution of scores on the MLAT, the data yielded by the test were examined for their effectiveness as predictors of learning outcomes. In this Program, the test failed to show the highly significant predictive power which has been found in many other situations. An interesting trend, however, in the correlation coefficients yielded by the MLAT when correlated with the various testing instruments used in the Program was the fact that the post-training tests yielded higher correlations than the pre-training tests. This would tend to indicate that the test gains in predictive power once the learning experience of the students becomes similar. It will be remembered that students entered the Summer Russian Language Learning Program from diverse types of prior training.

While it would be reasonable to expect such a trend, it is necessary to note that in the present study the trend was so slight and the differences among the correlations were so far from significant that a considerably longer and more rigidly controlled training program would be required to verify the existence of this trend.

Some of the proficiency tests used in the Program may not have tapped the traits of proficiency which the aptitude test predicts. Thus, the correlation of the MLAT with the pre-training and post-training Auditory True-False Test was below the critical level of statistical significance. However, the Cloze Tests were correlated at approximately the .05 level of significance and the PACT C showed a moderate positive correlation which was clearly significant. The rank order correlation coefficients (rho) of the MLAT with the scales of the oral production test were regularly high with the scales designated as "Fluency" and "General Impression" and indifferent or even negative with the other scales. For the Indiana group the post-training correlation coefficients of the MLAT with the oral production scores were again regularly higher than the pre-training coefficients, thus confirming the trends discussed above. The results from the Middlebury Carnegie group, however, were neither significant nor regular. All the rank order correlations of the MLAT with oral production scales of the Indiana-Carnegie group were considerably higher than those obtained from the Middlebury group. (It will be noted that the Middlebury Carnegie group showed a very narrow distribution on the MLAT. The significance of this fact is discussed below.) Finally, it was found that the MLAT correlated positively with teachers' final grades despite the fact that these were gathered from a diversified array of teachers who may themselves vary in their criteria for judging language proficiency.

The difficulty encountered in assessing the effectiveness of the test as a predictor of learning outcomes may be attributed to the fact that practically all the populations available for study had had some prior training in Russian and this training was extremely heterogeneous. Thus, so much variance was introduced which was attributable to the nature of prior courses, time spent, and motivation level of the students, that the MLAT failed to yield the usual high correlations with learning outcomes. Finally, the most important factor in accounting for the fact that the MLAT did not predict learning outcomes with its usual level of accuracy may be attributed to a well-known statistical principle. This principle states that when a sample of a population is relatively homogeneous in respect to a given trait, the correlation of that trait with any other trait to which it may be related is attenuated. In the present study we have seen that there is precisely such a homogeneous population (or a so-called "curtailed group") in respect to aptitude. Thus the results which were obtained were to be expected.

While the process of self-selection which took place in a completely voluntary language learning program would seem to attenuate, and to some extent, pre-empt the usefulness of an aptitude test as a predictor of success in such a program, the test retains its usefulness in several other respects. First, it would be well to confirm the existence of this tendency for self-selection in future stagings of these programs and to check for it universality.[10] It is also conceivable that as more public interest in foreign language study is manifested, the tendency toward self-selection will be attenuated by the desire of less able language students to excel in foreign languages. Secondly, the test scores can be of use in counseling students who may contemplate dropping out of a program of language study before its completion. Finally, the test can be of use in grouping students and, as experience with its use is acquired, in estimating how much a certain group of students may be expected to learn in a given period of study.

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[10] The present authors observed a similar trend of self-selection in respect to aptitude in a summer program of Middle Eastern Language study staged at Harvard University in the summer of 1958.

SUMMARY AND RECOMMENDATIONS:

1. At all stages, proficiency test results were highly related to the amount of prior training possessed by the student, a finding which tended to demonstrate the validity of the proficiency tests for measuring progress.

2. The gains made during the intensive language training, as measured by the Auditory True-False Test, appeared to be at least as large as, if not larger than, the amount of difference between successive year-levels at the outset of training. For example, at the end of the USA-basedintensive training, the group with one year of prior training was on the average well ahead of where the two-year group had been at the start of their training; similar results were noted for groups with greater amounts of training. This result could, of course, conceivably have been due solely to the fact that subjects tended to become more "test-wise" -- accustomed to the test formats -- at the second testing; no attempt was made to control for such an effect experimentally. Nevertheless, experience from other research suggests that such an effect is likely to be negligible; therefore, one inclines to the belief that the gains were truly due to the intensive summer training.

3. After adjustment for differences in language aptitude, students who were in the Carnegie project at Indiana (i.e. slated to go to the Soviet Union) made slightly better progress (as measured by the Auditory True-False test) than students not in the Carnegie Project; the effect is not statistically significant (there being very small numbers of cases) but if it exists, it may perhaps be accounted for by the increased motivation given the Carnegie group by the prospect of the Russian travel.

4. On the "Cloze test" (a test of written proficiency), gains ensuing after the trip to the USSR were noted, but they were not as large

as the gains made after the intensive language program at Indiana and at Middlebury.

5. Because of technical difficulties at the second testing, it was not possible to compare gains made during the two training periods (U.S.A vs. U.S.S.R.) on the Pictorial Auditory Comprehension Test. Nevertheless, a comparison of performance on the pretests in June and on the final test-in in September showed that the gains made during the whole summer were very large. For example, on the average, Carnegie project students (with generally no more than 1 or 2 years of prior training) achieved scores on the PACT at the end of the summer which were significantly above those of a group of students, tested in Phase I at Indiana, who had already had 4 years of Russian at that time.

6. All students in the Carnegie Project were subjected to a test of Russian speaking ability both before departure for the Soviet Union and upon their return. The oral productions were recorded in such a way that when they were subsequently judged by two Russian instructors at Harvard, the recordings were not identified as to whether they were pre- or post-USSR travel. (In fact, the judges were surprised to learn, after making the judgments, that they had judged each student twice.) As a result of this part of the experiment, it was found:

a. Students trained at Middlebury showed a very clear and significant gain in speaking ability after the USSR travel. Students trained at Indiana showed a trend in this direction, but the trend was not statistically significant. When the groups were combined, the result was again statistically significant.

b. Students trained at Middlebury had significantly better speaking ability than the Indiana students before the USSR travel; the greater gain for the Middlebury students may possibly be ascribed to their greater opportunity to profit from the travel experience by being better prepared to speak to Russians met in the course of the travel.

7. The group of students participating in the Summer Russian Language Learning Program proved generally to have considerably higher Modern Language Aptitude Test scores than the groups on which the test was standardized. The students in the Carnegie groups who participated in the tour to the Soviet Union had a higher mean aptitude score than the other students in the Program. Evidence was found to indicate that a certain amount of self-selection in regard to aptitude takes place in the process of enrolling for and continuing with summer language study. Because of the heterogeneity of language training in the students' backgrounds and in the summer program itself and because of the curtailed nature of the distribution, the MLAT failed to predict with its usual accuracy the learning outcomes of the language program. However, a trend of increased power of prediction as training became more homogeneous was observed. Furthermore, the MLAT proved to predict some proficiency test results better than others. The MLAT is useful to the Summer Russian Language Learning Program mainly as (1) a device for assessing the general ability of the entire group in comparison with other groups, (2) a tool in counseling students who may wish to drop out of the program or who may have doubts about their ability to participate, and (3) a guide for forming sub-groups which can be assigned curricula commensurate with their respective abilities.

Conclusions.-- The findings seem to indicate that intensive language training can be very profitably conducted in the USA until the point is reached when students are fully able to profit from the Russian travel. At the same time the results show that well-trained students can profit very significantly from the travel experience; the gains are particularly striking in competence in the spoken language.

APPENDIX A

RUSSIAN AUDITORY TRUE-FALSE TEST

Instructions to Students
Text of Form A of Auditory True-False Test in Russian
Text of Form A of Auditory True-False Test in English
Text of Form B of Auditory True-False Test in Russian
Text of Form B of Auditory True-False Test in English

INSTRUCTIONS TO STUDENTS (Given in English) We will now do the Russian True and False Test. Take the True and False Test Form and put the letter "A" (or "B", according to the form being administered) in the space after the word "form". Print your name on the appropriate line.

You will hear two series of forty items each on tape. Opposite each number on your answer sheet, there is a letter "T" and a letter "F". If you feel that the statement you hear in Russian is true, put a cross through the "T" opposite its item number. Put a cross through "F", if you feel the Russian statement seems to be false. You are encouraged to guess. At any rate, no additional credit is subtracted for wrong answers.

AUDITORY TRUE-FALSE TEST
FORM A

Russian Form

Series I

1. Мы вытираем лицо спичками.

2. На вкус сахар сладкий.

3. В рубле сто копеек.

4. Нам нужны здоровые развлечения.

5. Садовник смотрит за цветами.

6. Для учения нам нужна память.

7. Воздух не нужен для человека.

8. У бедного человека много денег.

9. Вода сбегает с холмов.

10. Соединенные Штаты Америки находятся в восточном полушарье.

II. Ссора часто сопровождается беспорядком.

12. Пароход ходит под океаном.

13. Многие русские пьют водку.

14. Многие узнают много из книг.

15. Вкусные блюда мы едим с большим удовольствием.

16. Когда вода замерзает мы называем ее льдом.

17. Ленивый человек очень любит работать.

18. Некоторые океаны соединяются каналами.

19. Дерево и масло жидкости.

20. В наших венах течет кровь.

21. Лошади меньше собак.

22. Если бы умерла мать вашего лучшего друга, сочувствовали ли бы вы ему?

23. Отец, мать и дочь составляют семью.

24. На иностранных языках люди обыкновенно говоркт с акцентом.

25. Музей помещается на фабрике.

26. Корова дает нам овощи.

27. Паровоз - это машина, летающая по воздуху.

28. Снег слаще сахара.

29. Надеетесь ли вы найти кровать в спальне?

30. Слепой человек может ходить.

31. Улица в ширину больше, чем в длину.

32. Век состоит из ста лет.

33. Мы едим всё, что видим.

34. Если нам нужен новый костюм, мы идём к почтальону.

35. Для пения нужно иметь голос.

36. Железо плавает на воде.

37. Отец и мать - мои родители.

38. Хлеб печется в пекарне.

39. Поезда могут летать в воздухе.

40. Доктор полезен обществу.

Series II

1. Рыбу мы покупаем в школе.
2. Апельсин это фрукт.
3. В городе больше школ, чем в деревне.
4. Слепой человек видит хорошо.
5. Летом обыкновенно бывает очень холодно.
6. На двух руках у нас всего семь пальцев.
7. Цыплята пишут письма.
8. Можете вы прикоснуться к луне?
9. Чтобы быть демократами, люди должны быть гордыми.
10. Городские обыватели живут во дворцах.
11. Добросовестный человек часто бывает несправедливым.
12. Почтальон обыкновенно развозит молоко.
13. Хорошая работа делается правильно.
14. Хороший пример помогает нам лучше понять урок.
15. Во время путешествия многие возят свои вещи в спичечной коробке.
16. Здоровые люди обыкновенно имеют хороший аппетит.
17. Часы стоят дороже, чем газеты.
18. В конце письма мы подписываемся.
19. Каждый хотел бы есть хорошие сигары.
20. Держите ли вы книгу за спиной, когда вы ее читаете?

21. В книге заключение обыкновенно дается в начале.

22. Не откладывай на завтра того, что может быть сделано сегодня.

23. Если мой отец хочет послать письмо, он должен наклеить марку.

24. Все люди белые.

25. Мы обыкновенно держим носовой платок под стулом.

26. Бумага делается из дерева.

27. Умывальники часто находятся в ванной.

28. Расстояние между двумя точками может быть измерено.

29. Нож мы употребляем для чистки одежды.

30. Страданье лучше счастья.

31. Мы обыкновенно едим в публичной библиотеке.

32. Банк является лучшим местом для размена денег.

33. Мы заводим будильник, чтобы проснуться во-время.

34. Человек может в одно и то же время быть голодным и хотеть пить.

35. Днем мы носим верхние рубашки. а ночью - ночные рубашки.

36. Все места в поезде заняты, так что я должен стоять.

37. Вино делается из муки.

38. Может ли только-что родившийся ребенок ходить?

39. Здоровье очень важная вещь в нашей жизни.

40. Глаза у человека выше лба.

AUDITORY TRUE-FALSE TEST

FORM A

English Translation from the Russian

Series I

1. We wipe our faces with matches.
2. Sugar tastes sweet.
3. There are a hundred copecks in a ruble.
4. We need healthful recreation.
5. A garden tends flowers.
6. For study we need a good memory.
7. Human beings do not need air.
8. A poor person possesses much money.
9. Water flows from the hills.
10. The United States of America are located in the Eastern Hemisphere.
11. Disputes are often accompanied by disorder.
12. Steamships travel under the ocean.
13. Many Russians drink vodka.
14. Many people learn much from books.
15. We eat tasty dishes with much pleasure.
16. When water freezes we call it ice.
17. A lazy person loves to work very much.
18. Several oceans are connected by canals.
19. Wood and butter are liquids.
20. Blood flows in our veins.
21. Horses are smaller than dogs.
22. If the mother of your best friend were to die, would you feel sorry for him?
23. A father, a mother, and a daughter constitute a family.
24. In foreign languages, people usually speak with an accent.

25. Museums are located in factories.

26. Cows give us vegetables.

27. A steam engine is a machine which flies in the air.

28. Snow is sweeter than sugar.

29. Do you expect to find a bed in a bedroom?

30. A blind man can walk.

31. A street is larger in width than in length.

32. A century consists of a hundred years.

33. We eat everything which we see.

34. If we need a new suite we go to the post-office.

35. It is necessary to have a voice for singing.

36. Iron floats on water.

37. Mother and father are my parents.

38. Bread is baked in a bakery.

39. A train can fly in the air.

40. A doctor is useful to society.

Series II

1. We buy fish in school.

2. Pineapple is a fruit.

3. Schools are larger in the city than in the country.

4. A blind person sees well.

5. It is often very cold in summer.

6. On our two hands there are a total of seven fingers.

7. A chicken can write a letter.

8. Can you touch the moon?

9. In order to be democratic a people must be proud.

10. City inhabitants live in palaces.

11. An honest person is often unfair.

12. The postman usually delivers milk.

13. Good work is done correctly.

14. A good example helps us to understand our lesson better.

15. Many people carry their belongings in match boxes when they go on trips.

16. Healthy people usually have good appetites.

17. Watches are more expensive than newspapers.

18. We sign our names at the end of letters.

19. Every one would like to eat a good cigar.

20. Do you hold the book behind your back when you read?

21. The conclusion of a book is usually given at the beginning.

22. Don't put off until tomorrow what can be done today.

23. If my father wants to send a letter, he should stick a stamp on to it.

24. All people are white.

25. We usually keep our handkerchiefs under a chair.

26. Paper is made from wood.

27. Sinks are usually located in the bathroom.

28. The distance between two points can be measured.

29. We use a knife for cleaning clothes.

30. Suffering is better than joy.

31. We usually eat in the public library.

32. The bank is the best place for changing money.

33. We wind up an alarm clock in order to wake up on time.

34. A person can be hungry and want to drink at the same time.

35. In the day we wear a shirt for the street and in the evening we wear a nightshirt.

36. All the places in the train are occupied; I will have to stand.

37. Wine is made out of meal.

38. Can a new-born child walk?

39. Health is a very important thing in our lives.

40. A person's eyes are higher than his forehead.

AUDITORY TRUE-FALSE TEST

FORM B

Russian Form

Series I

1. Восьмое августа бывает весной.
2. Много ли львов вы можете встретить на улице большого города?
3. Когда мы сделаем ошибку мы должны поправить ее.
4. Гранит очень легкий.
5. Если вы знаете, что Пётр болен, то можете ли вы предположить, что он плавает?
6. На карте показаны города и реки.
7. Половина больше четверти.
8. У нас больше пальцев на руках, чем на ногах.
9. Когда мы приходим в дом, мы снимаем пальто и шляпу.
10. Когда в воздухе туман, тогда бывает очень сухо.
11. Возможно-ли, чтобы ботинки росли в саду?
12. Когда погода ясная, тогда небо бывает зелёного цвета.
13. Четыре и три равняется одиннадцати.
14. Солнце садится на юге.
15. Простуда - болезнь.

16. Самое холодное время года - это лето.

17. Мы бреемся бритвой.

18. Трудный - то же самое, что обыкновенный.

19. Когда женщина печет пирожное, она употребляет муку.

20. Когда мы ненавидим друг друга, мы хотим жить в одной комнате.

21. Лошадь - четвероногое животное.

22. Во дворцах часто бывают просторные комнаты.

23. Когда идет дождь, мы надеваем галоши.

24. Счастье не легко достигается.

25. Если человек грустит, могли бы вы сказать, что он счастлив?

26. Чтобы ответить на трудный вопрос правильно, мы должны подумать.

27. Цвет травы серый.

28. Искусственные зубы делаются из угля.

29. Прилежный это то же самое, что ленивый.

30. Можно найти красивую даму в Голливуде?

31. Требуется много сил, чтобы выпить стакан молока?

32. Когда солдаты маршируют, они не должны итти вногу.

33. Когда идет дождь, мы берем зонтик.

34. Сентябрь бывает перед июнем.

35. Цвета американского флага красный, белый и синий.

36. Утром мы видим солнце на севере.

37. В банк мы ходим за овощами.

38. Человек часто умирает больше одного раза.

39. Мы можем читать, когда совершенно темно.

40. В жаркие летние дни мы любим жить в больших городах.

Series II

1. Когда девицы вырастают, они становятся мужчинами.
2. Почтовые марки мы покупаем на почте.
3. Общественное мнение считается важным политическим фактором в демократии.
4. Иностранцем называется лицо, не живущее в своей стране.
5. Металл тверже бумаги.
6. Пятнадцатилетний мальчик старше тридцатилетней женщины.
7. Повторять - то же самое, что петь.
8. Больница предназначена для здоровых людей.
9. Маленькие дети ползают на руках и коленях.
10. В лесных пространствах нет деревьев.
11. Если со мной кто-нибудь, тогда я не один.
12. Мы любим переписываться со своими близкими друзьями.
13. Чтобы сделать что-нибудь правильно, мы должны подумать.
14. Из дерева мы добываем железо.
15. Океаны глубже рек.
16. Обыкновенно мы спим в передней.
17. Разносчик молока приносит нам также письма.
18. Люди ходят в церковь молиться.
19. Мы посуду держим в шкафу.

20. Плотник забивает гвозди кулаком.

21. Если предметы расположены по прямой линии, мы говорим, что они на кривой линии.

22. На танцах вы обыкновенно встречаете мужчин и дам.

23. Яблоки, океаны, озера, реки растут на лугу.

24. Когда нам очень тепло мы подходим ближе к печке.

25. Декабрь последний месяц года.

26. В жаркое лето мы одеваем шубу.

27. У богатого человека тоже есть руки.

28. Мой отец приходится теткой моей матери.

29. Нет разницы между дядей и тетей.

30. Слово "внутри" значит то же самое, что слово "снаружи".

31. Приготовление пищи и шитье играют важную роль в архитектуре.

32. Мы обыкновенно покупаем мебель в аптеке.

33. Безработным называется тот, у кого нет работы.

34. Люди спят с закрытыми глазами.

35. Если я хочу познакомиться с кем-нибудь, я желаю встретиться с ним.

36. Мы редко спим в спальне.

37. Счастливые люди редко смеются.

38. Люди часто занимаются науками, потому что они хотят знать больше.

39. Больница оказывает помощ. здоровым людям.

40. Можете вы найти начало книги в середине книги?

AUDITORY TRUE-FALSE TEST

FORM B

English Translation from the Russian

Series I

1. The eighth of August occurs in spring.
2. Can you encounter many lions on the street of a large city?
3. When we make a mistake we ought to correct it.
4. Granite is very light.
5. If you know that Peter is sick, should you recommend that he go swimming?
6. Cities and rivers are shown on a map.
7. A half is larger than a quarter.
8. We have more fingers on our hands than on our feet.
9. When we arrive home we take off our hats and coats.
10. When there is fog in the air it is very dry.
11. Is it possible for bottles to grow in the garden?
12. When the weather is clear, then the sky is green in color.
13. Four and three add up to eleven.
14. The sun sets in the south.
15. A cold is an illness.
16. The coldest time of the year is summer.
17. We shave with a razor.
18. "Difficult" is the same as "usual."
19. When a woman bakes a cake she uses flour.
20. When we hate each other we want to live in the same room.
21. A horse is a four legged animal.
22. In palaces there are frequently spacious rooms.
23. When it rains we put on our galoshes.
24. Fortune is not easily achieved.
25. If a person is grieving can you say that he is happy?

26. We should think in order to answer a difficult question.

27. The color of grass is grey.

28. Artificial teeth are made out of coal.

29. "Industrious" is the same as "lazy".

30. Can you find pretty women in Hollywood?

31. Does it require a great deal of strength to drink a glass of milk?

32. When soldiers march they should not walk on their feet.

33. When it rains we take an umbrella.

34. September occurs before June.

35. The colors of the American flag are red, white, and blue.

36. In the morning we see the sun in the north.

37. We go to the bank for vegetables.

38. A person will often die more than once.

39. We can read when it is absolutely dark.

40. On hot summer days we like to live in big cities.

Series II

1. When girls grow up they become men.

2. We buy postage stamps at the post-office.

3. General opinion is considered an important political factor in democracy.

4. A person not living in his own country is called a foreigner.

5. Metal is harder than paper.

6. A fifteen year old boy is older than a thirty year old woman.

7. To "repeat" is the same as to "sing".

8. A hospital is a place for healthy people.

9. Little children crawl on their hands and knees.

10. In wooded areas there are no trees.

11. If somebody is with me, I am alone.

12. We like to correspond with our close friends.

13. In order to do something correctly we ought to think it through.

14. We mine iron out of wood.

15. Oceans are deeper than rivers.

16. Usually we sleep in the entry room.

17. The milkman also brings us letters.

18. People go to church to pray.

19. We keep dishes in a drawer.

20. A carpenter drives nails with his fist.

21. If objects are laid out in a straight line we say that they are on a curved line.

22. We usually meet ladies and gentlemen at dances.

23. Apples, oceans, lakes and rivers grow on a meadow.

24. When we feel very hot we go closer to the stove.

25. December is the last month of the year.

26. In the hot summer we put on a fur coat.

27. A rich man also has hands.

28. My father is the aunt of my mother.

29. There is no difference between an aunt and an uncle.

30. The word "within" means the same as "outside".

31. Preparation of food and sewing play an important role inarchitecture.

32. We usually buy furniture in the drug store.

33. A person who has no work is called "unemployed".

34. People sleep with closed eyes.

35. If I want to become acquainted with someone I wish to meet him.

36. We rarely sleep in the bedroom.

37. Happy people rarely smile.

38. People frequently occupy themselves with science because they want to know more.

39. A hospital affords help to healthy people.

40. Can you find the beginning of a book in the middle of a book?

APPENDIX B

THE PICTORIAL AUDITORY COMPREHENSION TEST

Directions for Taping
The Picture Booklet
Sample Answer Sheet
Russian Text of Form C
English Text of Form C
Russian Text of Form D
English Text of Form D
Russian Text of Form E
English Text of Form E

DIRECTIONS FOR TAPING PICTORIAL AUDITORY COMPREHENSION TEST

John B. Carroll

In order to achieve as great a degree of standardization across languages, the following instructions should be followed as closely as possible. Normally, the English parts (including the numbers for the items in the test proper) should be spoken by a native speaker of English with a good voice. The foreign language parts are, of course to be voiced by a native speaker of the language concerned. Since every sentence is to be pronounced twice, it is also desirable to have the two renditions spoken by two different speakers, in a standard order. If the two speakers are male and female, the male voice should come first. Care should be taken to have every voice recorded with equal volume, fidelity, and clarity.

The script is as follows:

"This is the Pictorial Auditory Comprehension Test in [language], Form [letter]. You should have written From [letter] on your test booklet or answer sheet, as previously instructed...(5 seconds pause). Now open the test booklet to page 3. This page is for practice only. I repeat, this page is for practice only. Now listen to these instructions. At the top of the page you find four pictures in row W. You will hear a sentence in [...language...]; it will refer to one and only one of the pictures. The sentence will be spoken twice.

"Example W."[say the FL sentence for W, twice]. There should be about a 3-second pause between repetitions of the sentence; the second repetition is followed by a 5-second pause. "If you understood the sentence correctly, you know that it referred to the first picture, picture A. Therefore, you should mark answer space A, as previously instructed, either directly on the answer booklet, or on the separate answer sheet in the space provided....Now try example X. Here is the sentence in [...language...].

"Example X. [say the FL sentence twice as above]. If you understood the sentence correctly, you know that it referred to the fourth picture, picture D, and you should have marked that answer. Now try example Y.

"Example Y. [say the FL sentence twice, as above]. That was picture B. Notice that in this question, the sentence is one that could have been spoken by a person you see in one of the pictures. This will occur quite often in this test, although not always. Now try example Z and listen carefully.

"Example Z. [say the FL sentence twice, as above]. That was picture C. Notice that it is necessary to examine the pictures carefully to notice all relevant distinctions.

"In a moment we will start the test proper. There will be 75 items in all. Mark your answers as instructed. Remember, there is one and only one answer which is considered to be correct for each item. If you are not sure, give your best guess. As far as possible, try every item; there is no penalty for guessing. Now turn the page and get ready for item number 1. If you are using an answer sheet, get ready to mark your answers at item number one. Here is Item number one ...." (say the FL sentence once, observe 3-second pause, say the sentence again, preferably by another speaker, then observe 8-second silence before second item.)

"Number two...."[same procedure as above]

....

etc., up to item number 75. After the 8-second pause for this item, say, "That is the end of this test."

Name__________________________ Language______________ Form_____
(Do not fill in these blanks when a separate answer sheet is used)
Date________________________

PICTORIAL
AUDITORY COMPREHENSION TEST

For measuring comprehension of a spoken foreign language

By

John B. Carroll and Wai-Ching Ho
Harvard University

Do not open this booklet until the signal to turn the page is given.

Note to examiner: This test is accompanied by (1) a tape recording which presents directions in English and utterances in the foreign language for which comprehension is being tested, (2) an answer sheet, use of which is optional, and (3) a manual for use of the test and interpretation of the scores.

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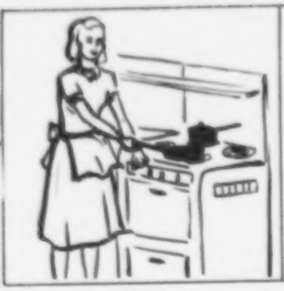
Printed in U.S.A.

W



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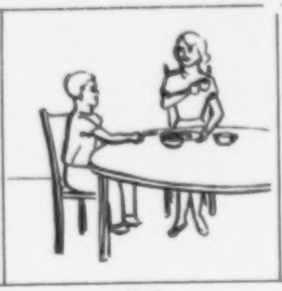

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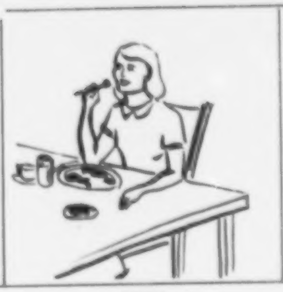

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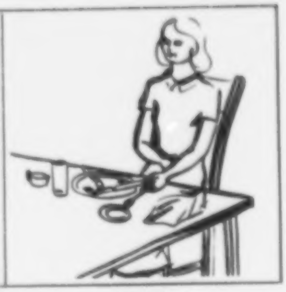

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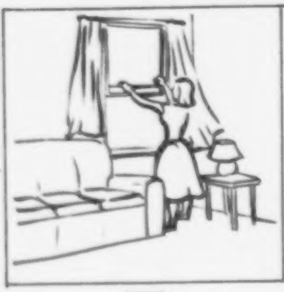

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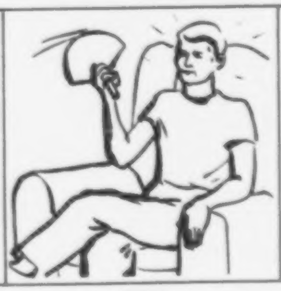

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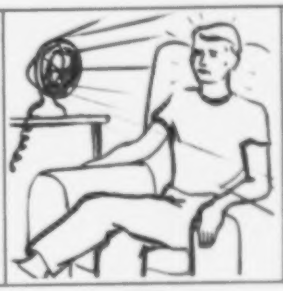

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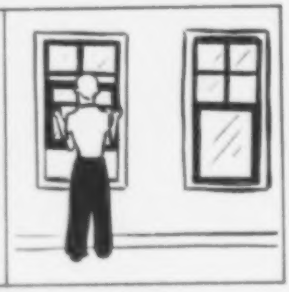

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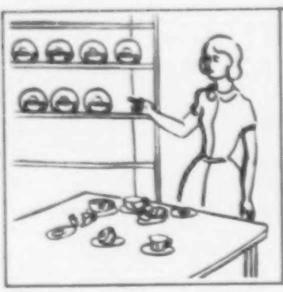
Y



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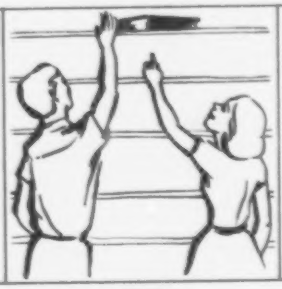

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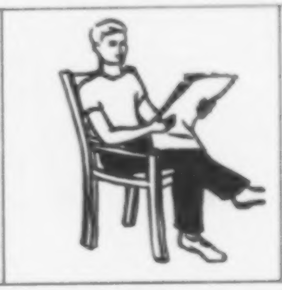

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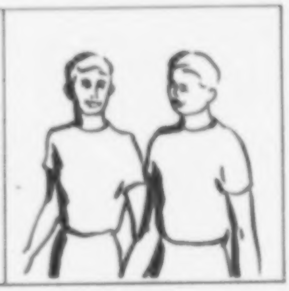

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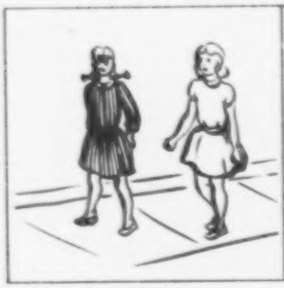

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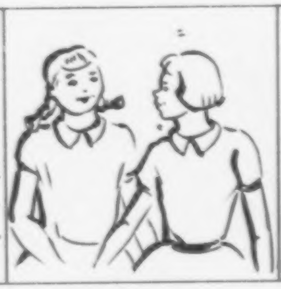

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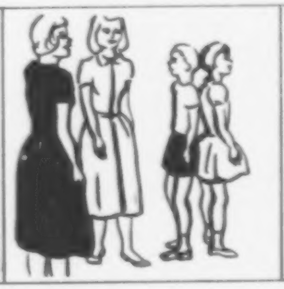

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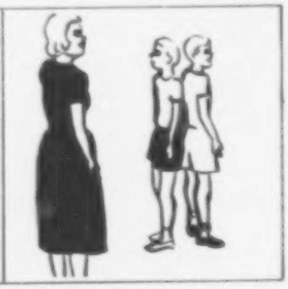

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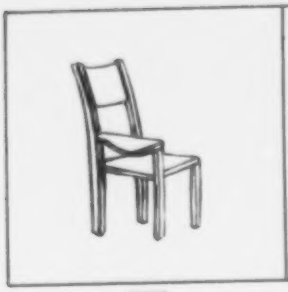

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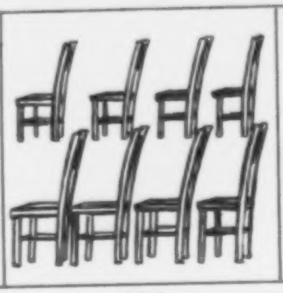

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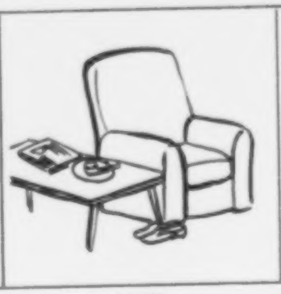

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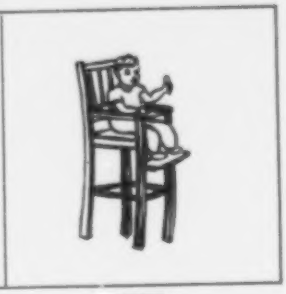

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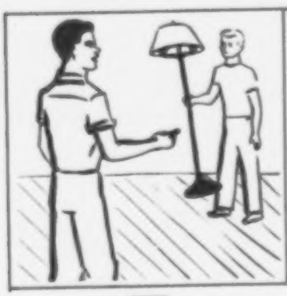

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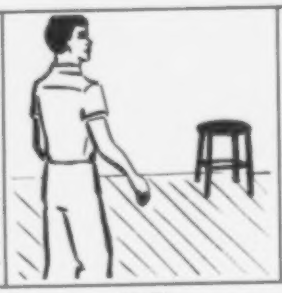

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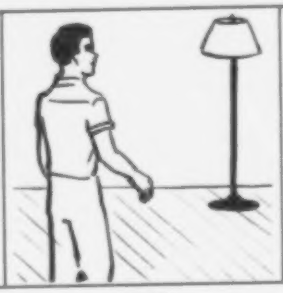

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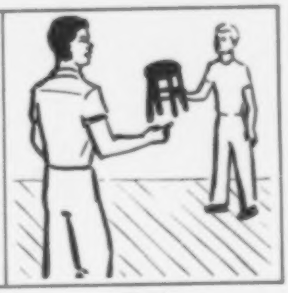

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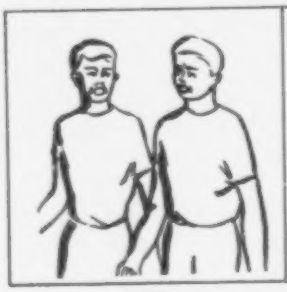

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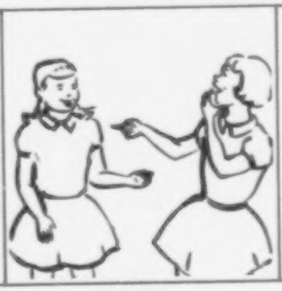

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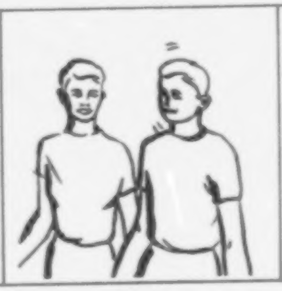

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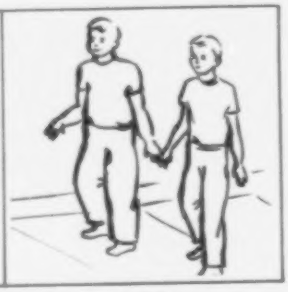

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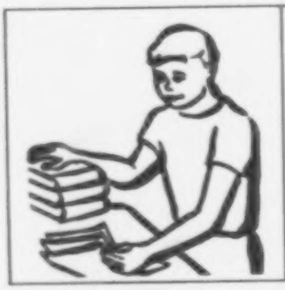

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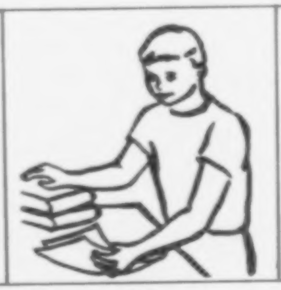

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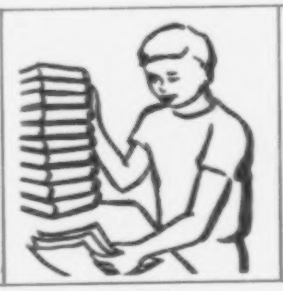

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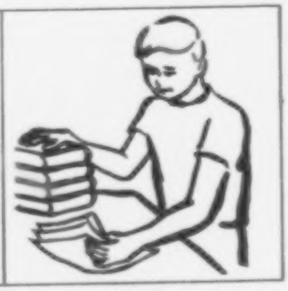

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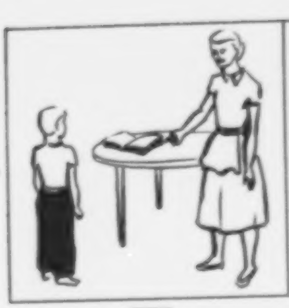

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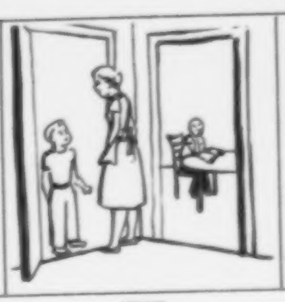

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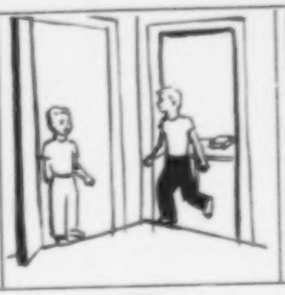

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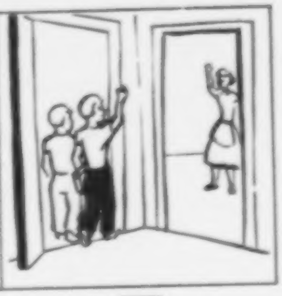

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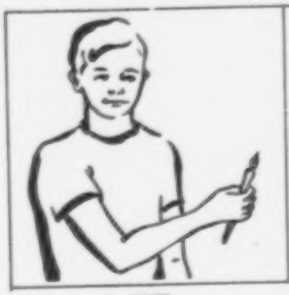

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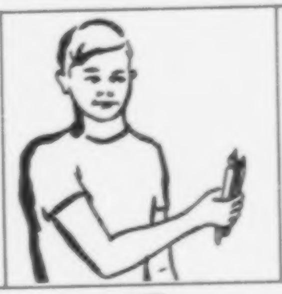

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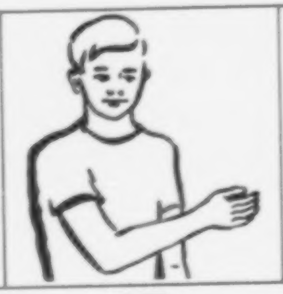

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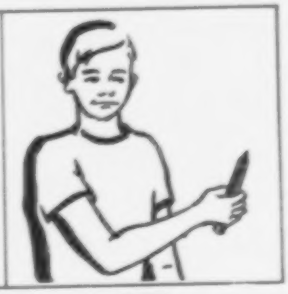

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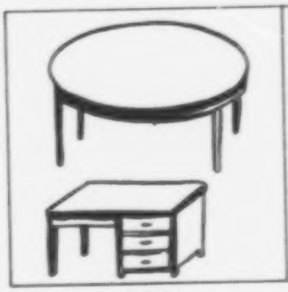

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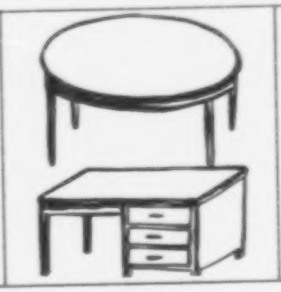

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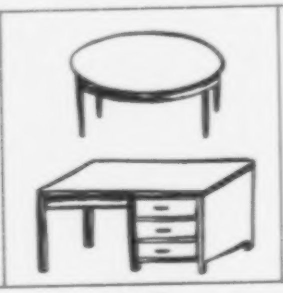

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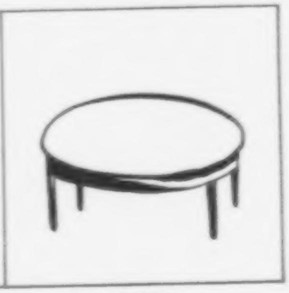

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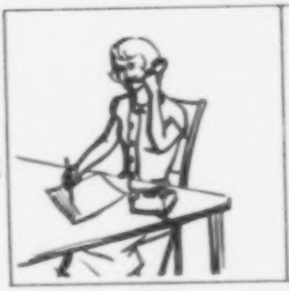

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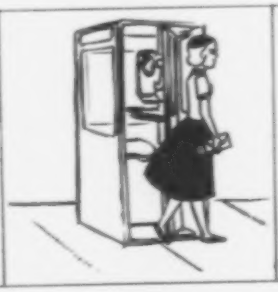

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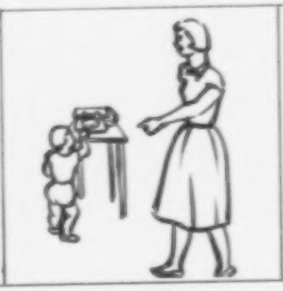

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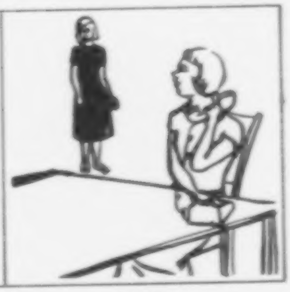

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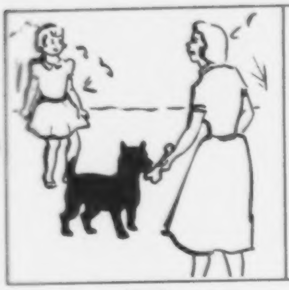

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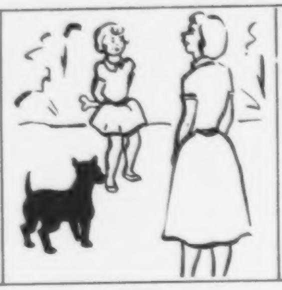

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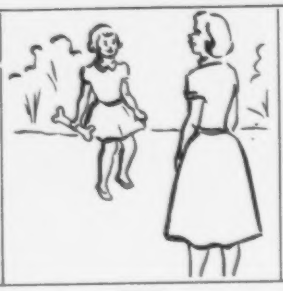

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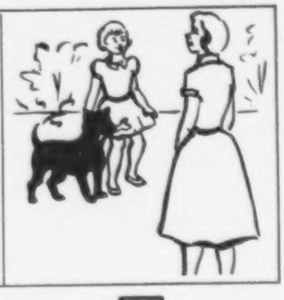

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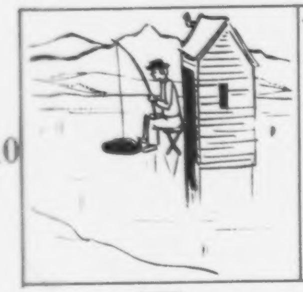

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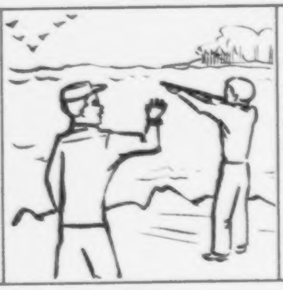

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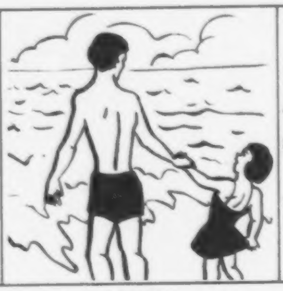

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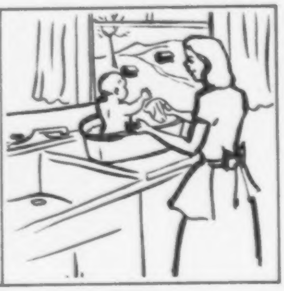

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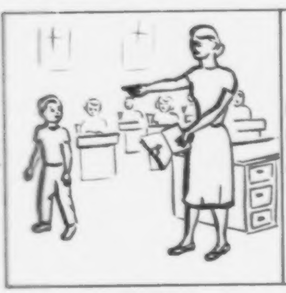

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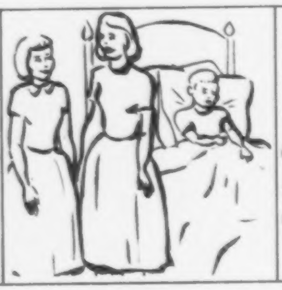

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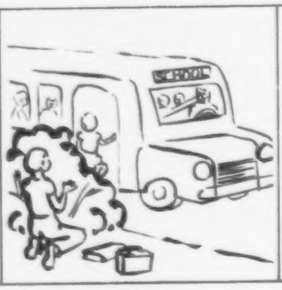

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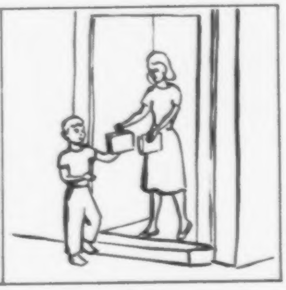

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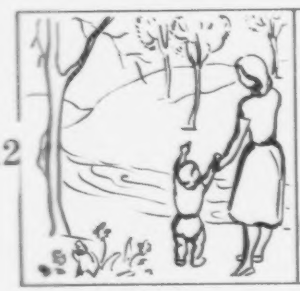

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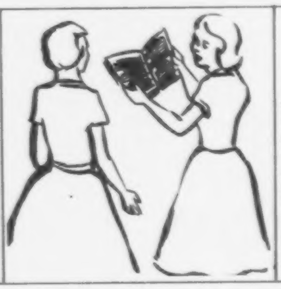

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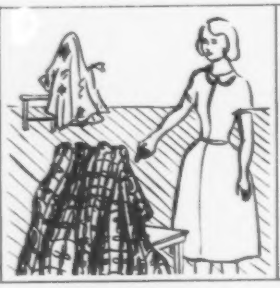

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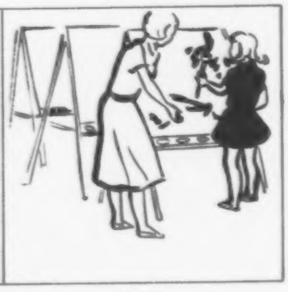

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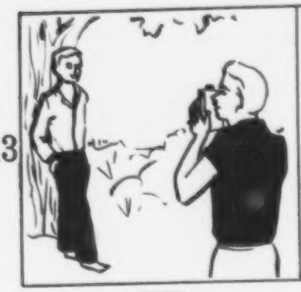
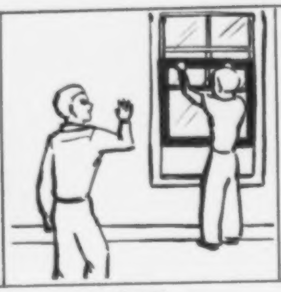
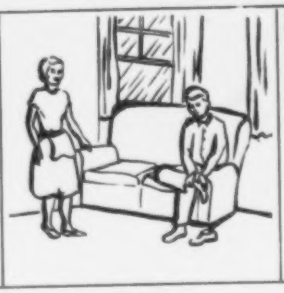
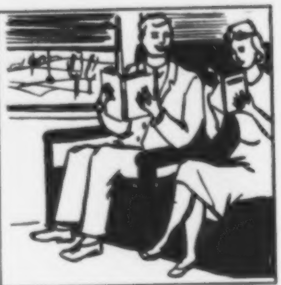

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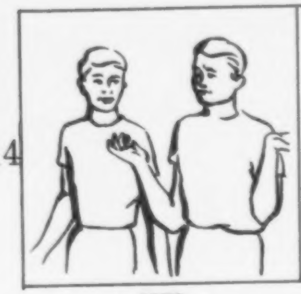
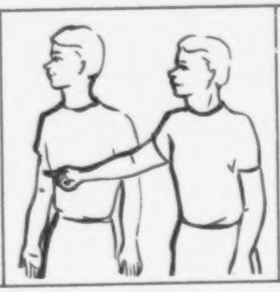
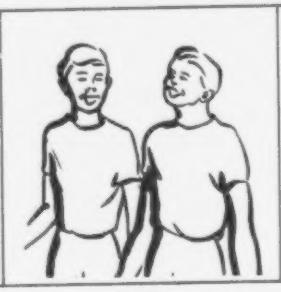
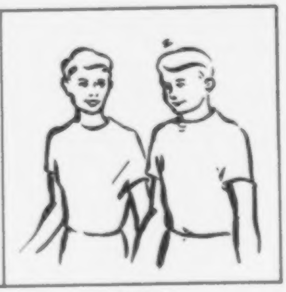

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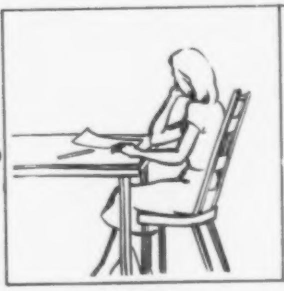
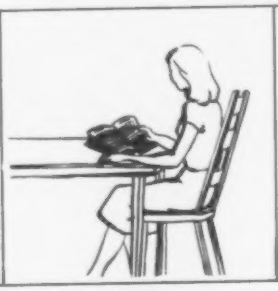
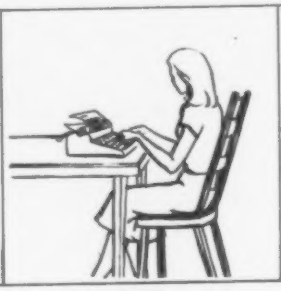
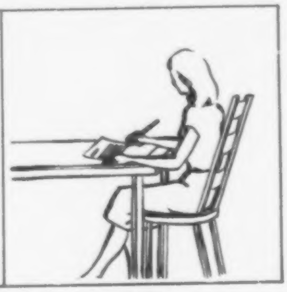

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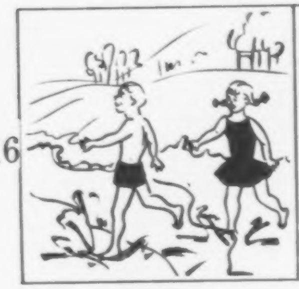
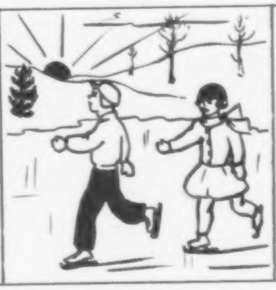
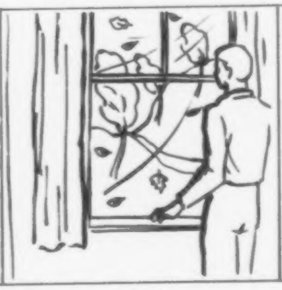
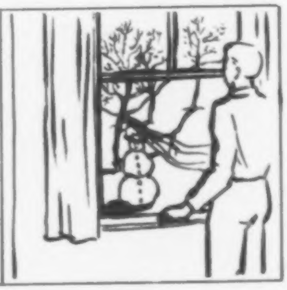

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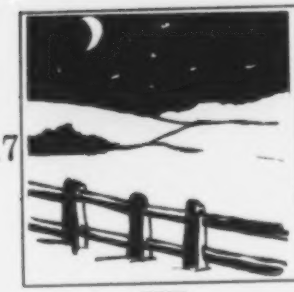
17



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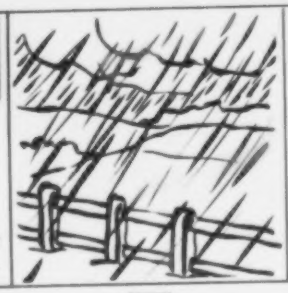

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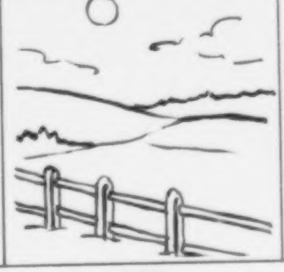

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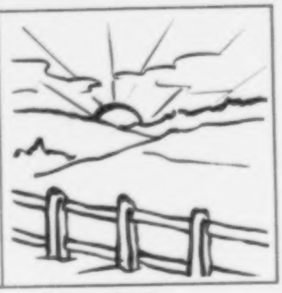

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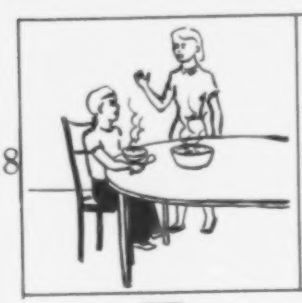

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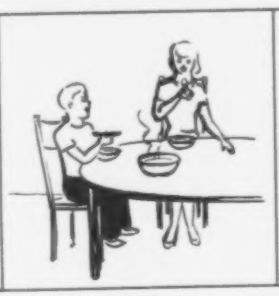

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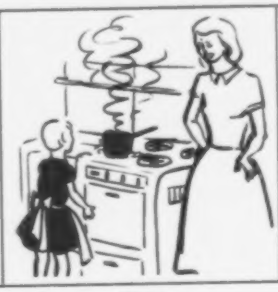

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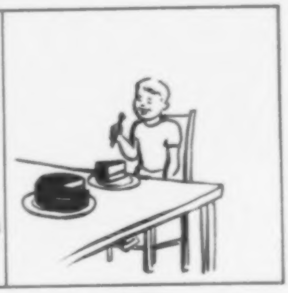

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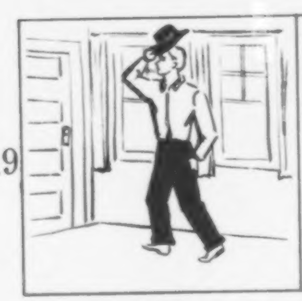

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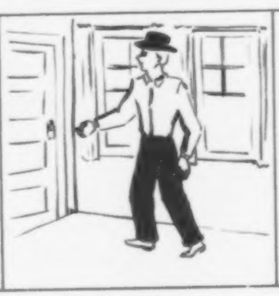

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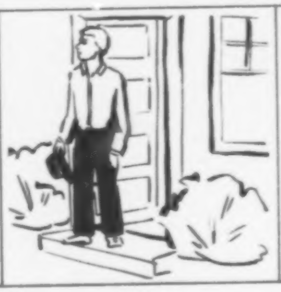

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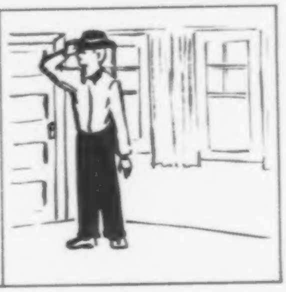

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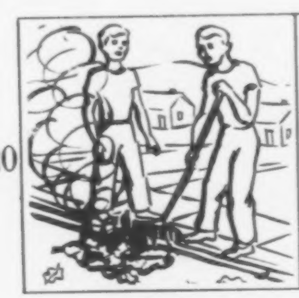

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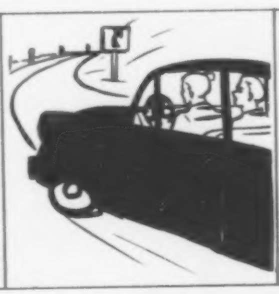

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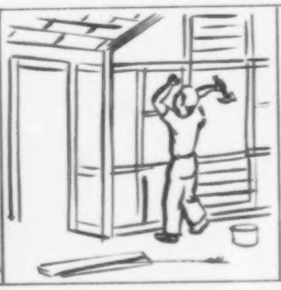

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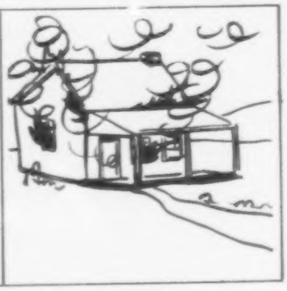

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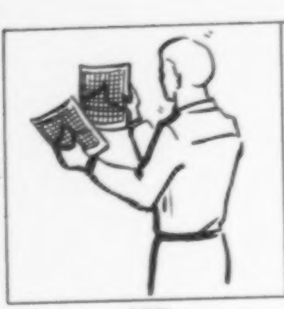

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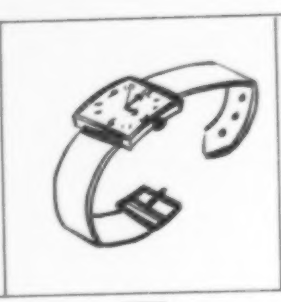

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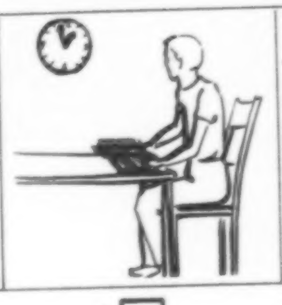

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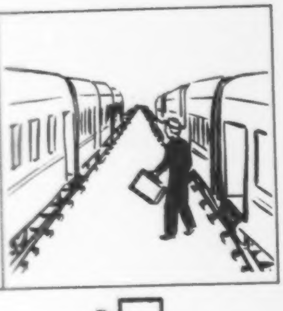

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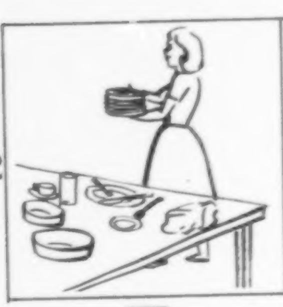

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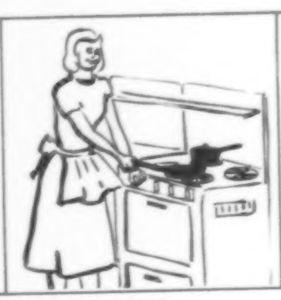

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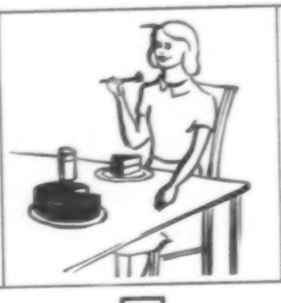

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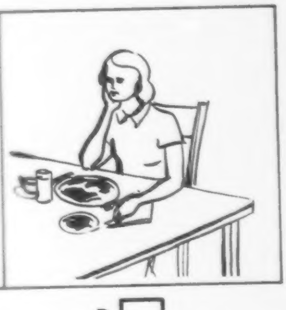

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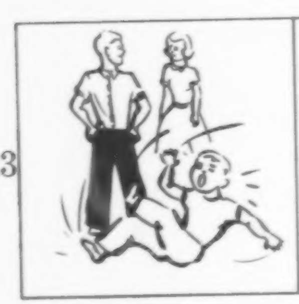

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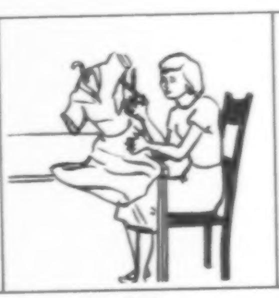

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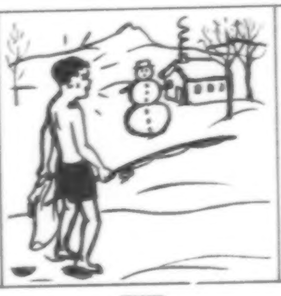

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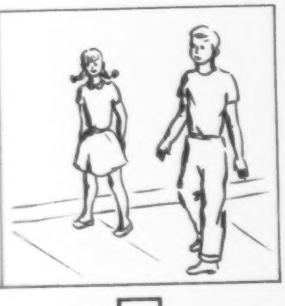

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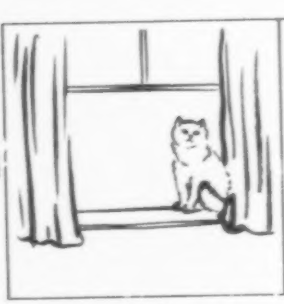

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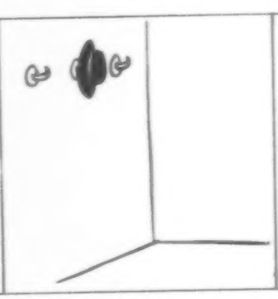

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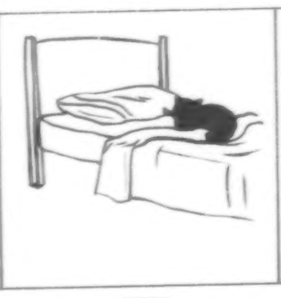

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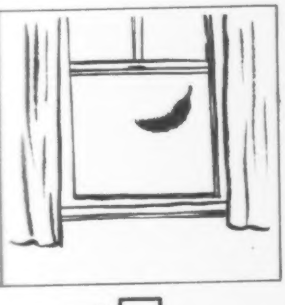

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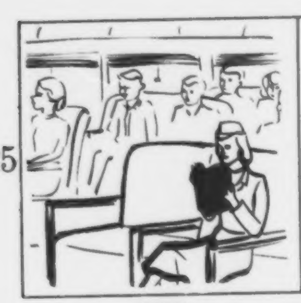
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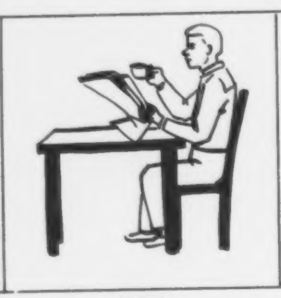
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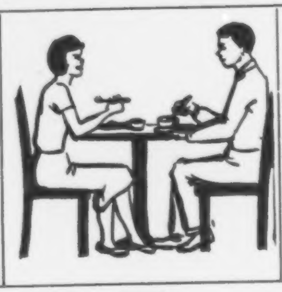
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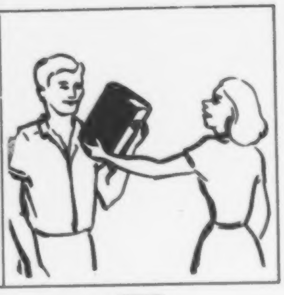
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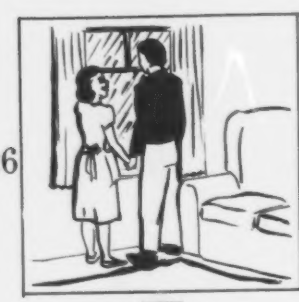
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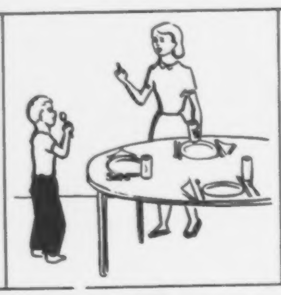
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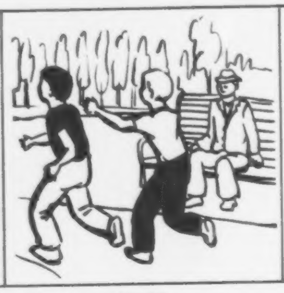
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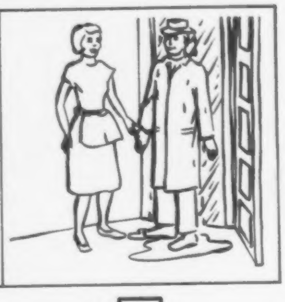
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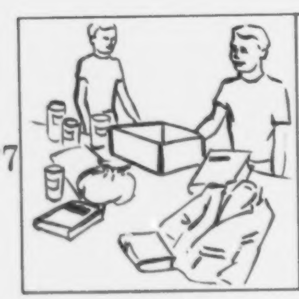
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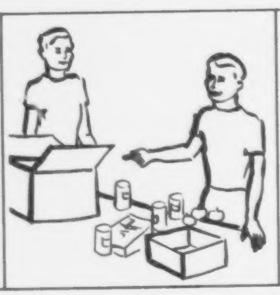
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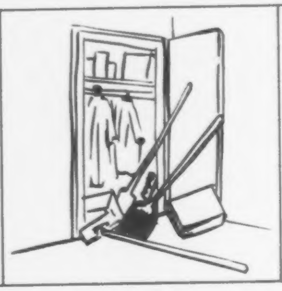
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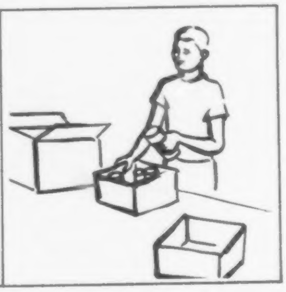
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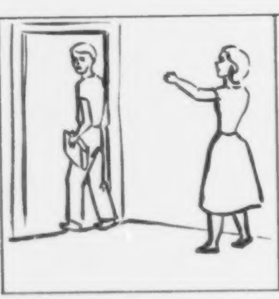
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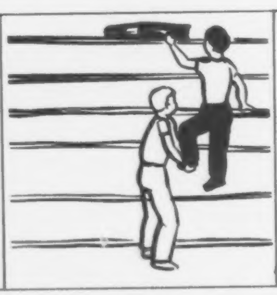
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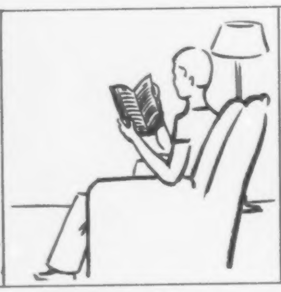
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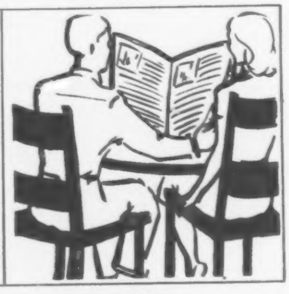
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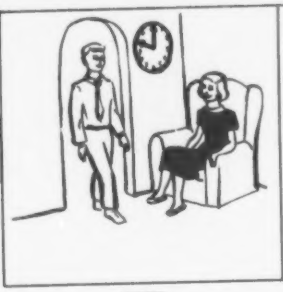

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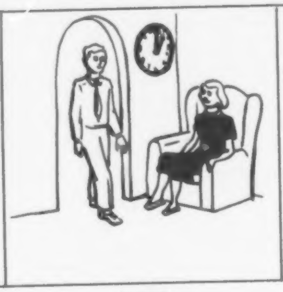

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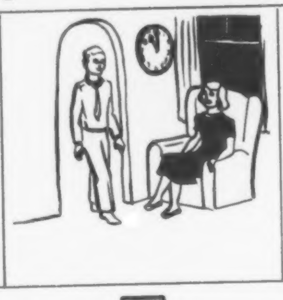

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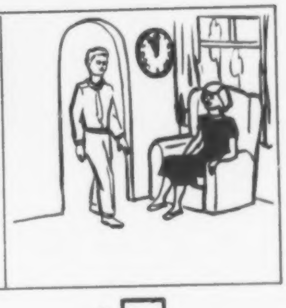

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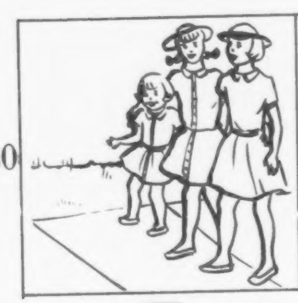

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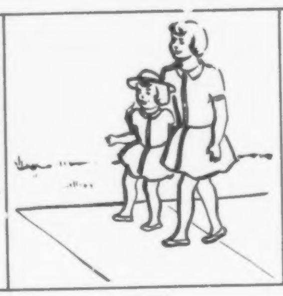

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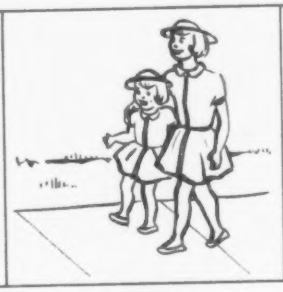

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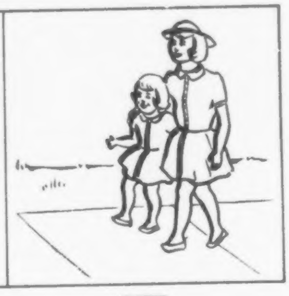

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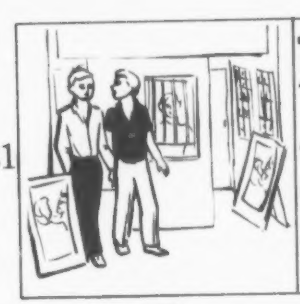

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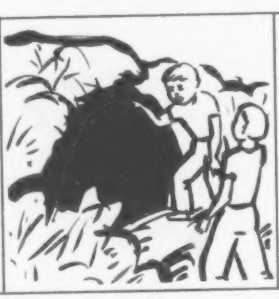

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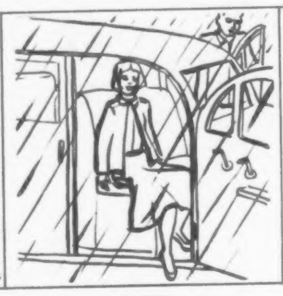

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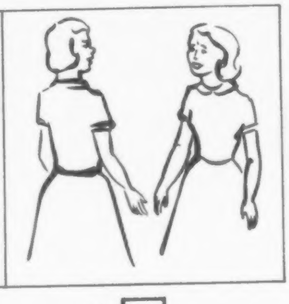

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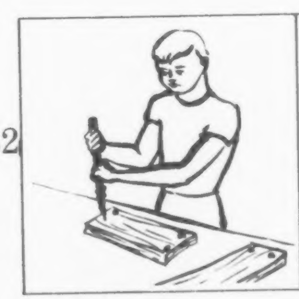

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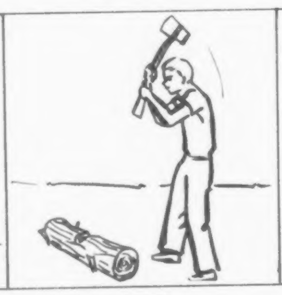

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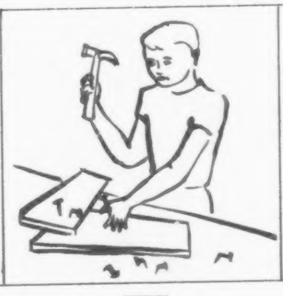

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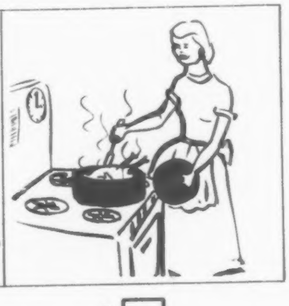

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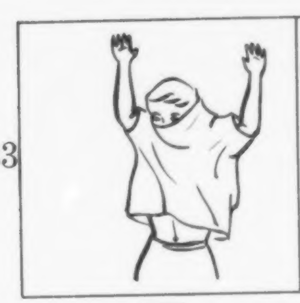

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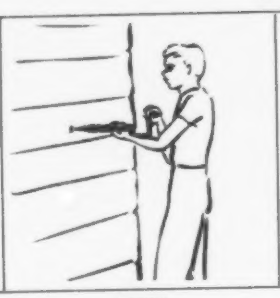

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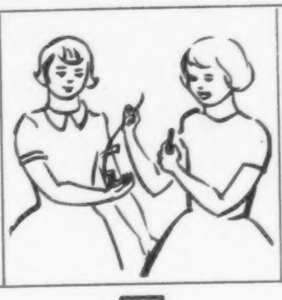

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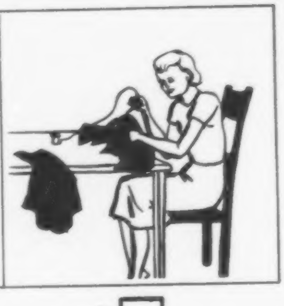

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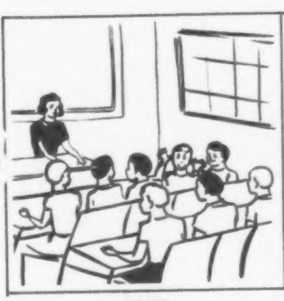

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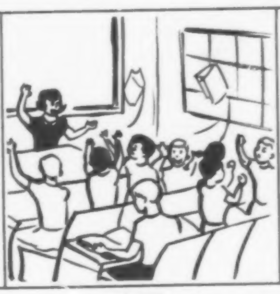

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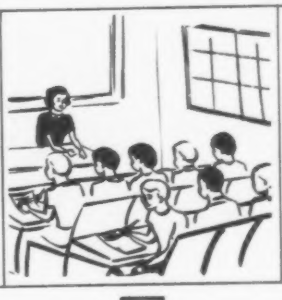

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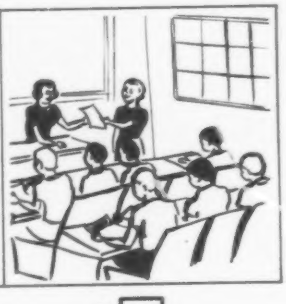

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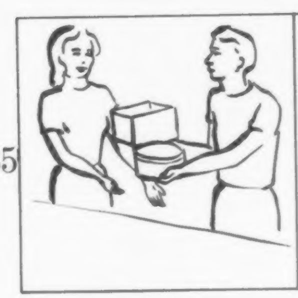

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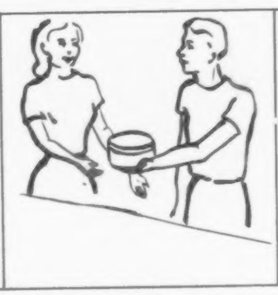

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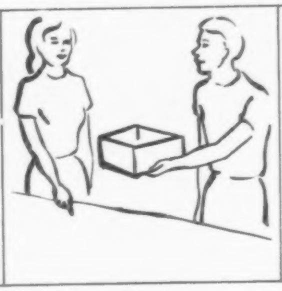

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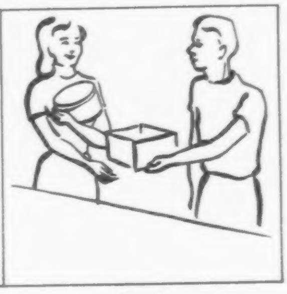

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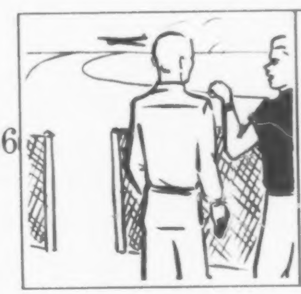

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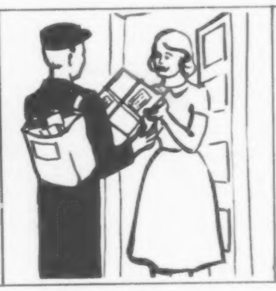

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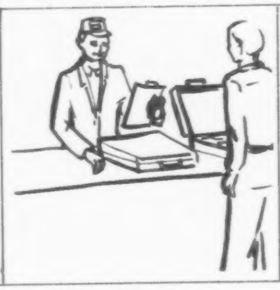

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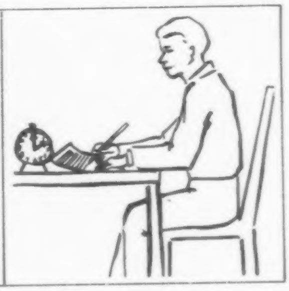

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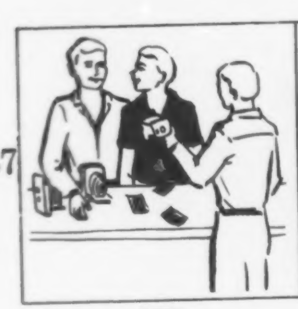
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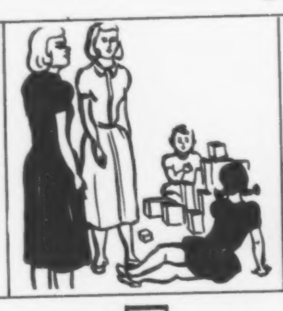
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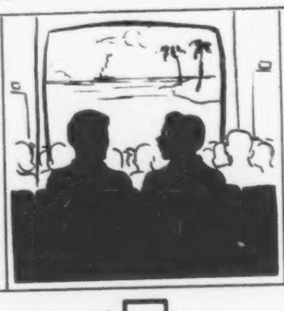
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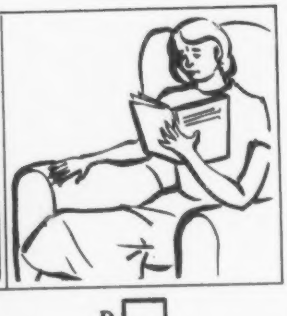
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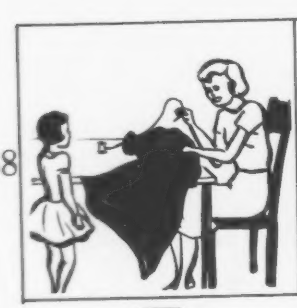
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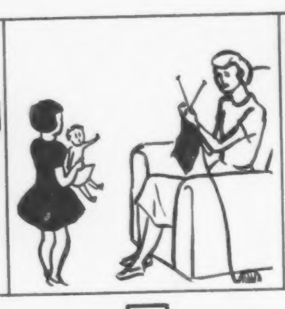
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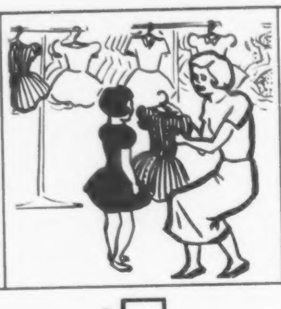
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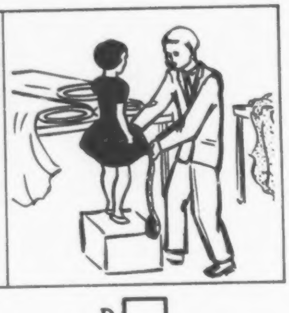
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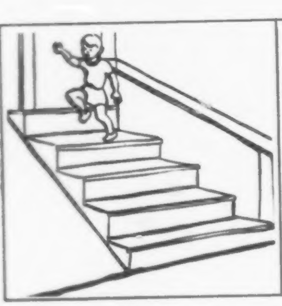
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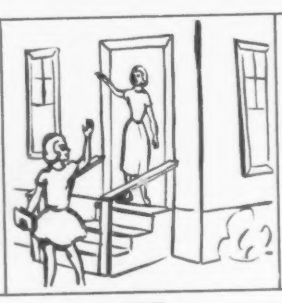
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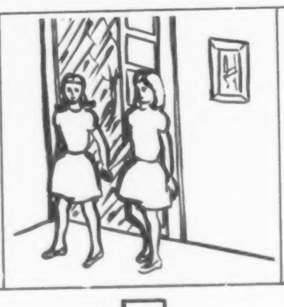
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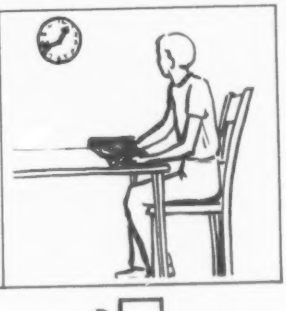
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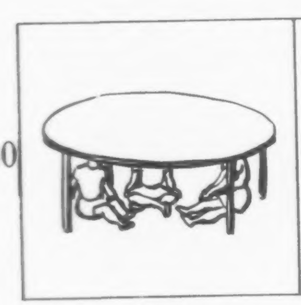
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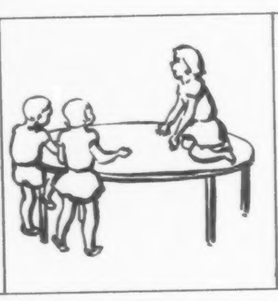
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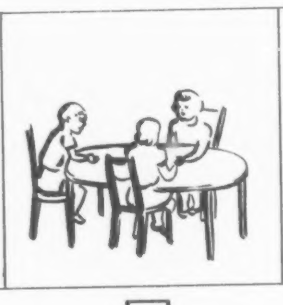
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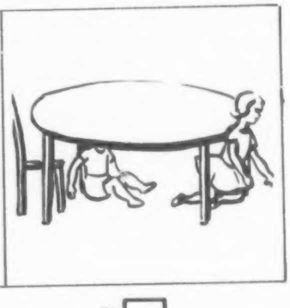
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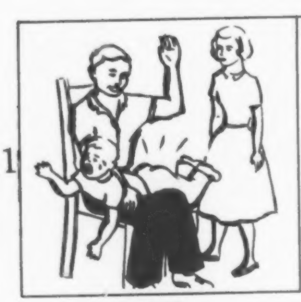
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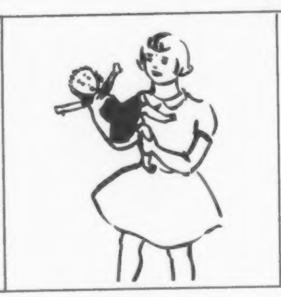
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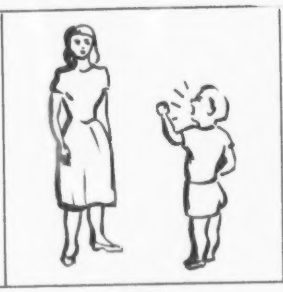
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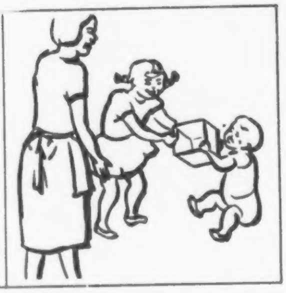
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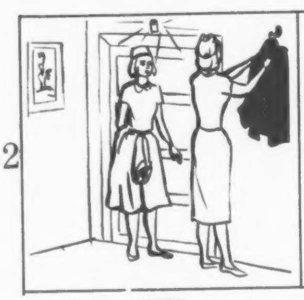
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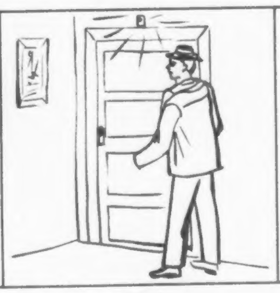
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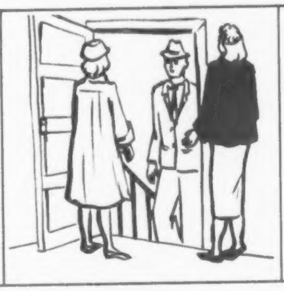
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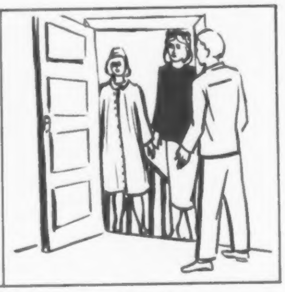
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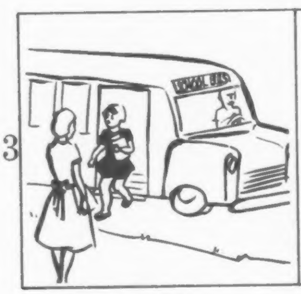

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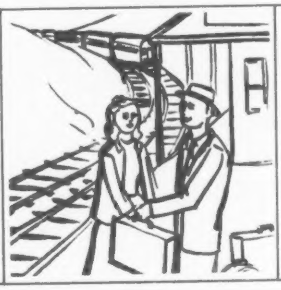
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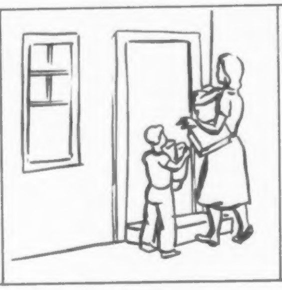
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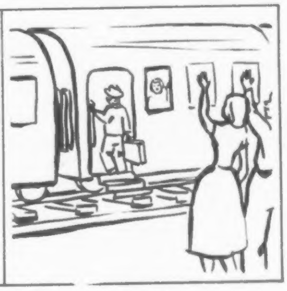
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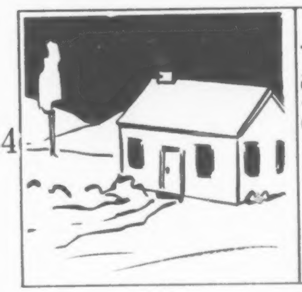
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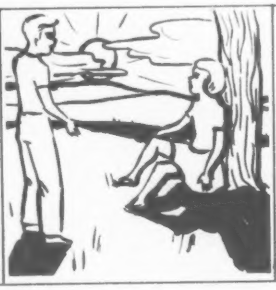
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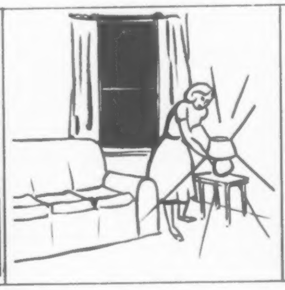
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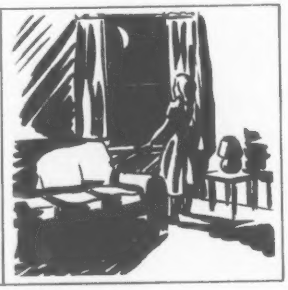
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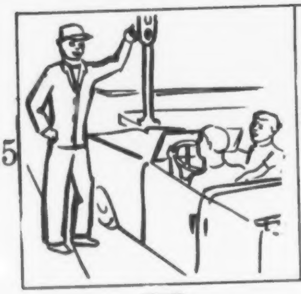
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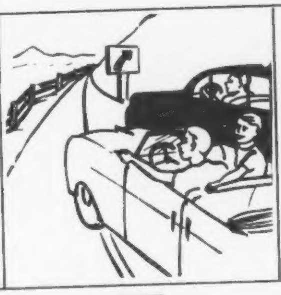
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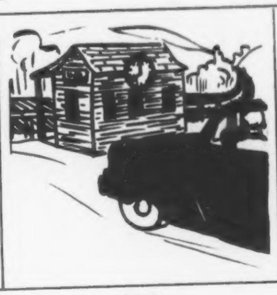
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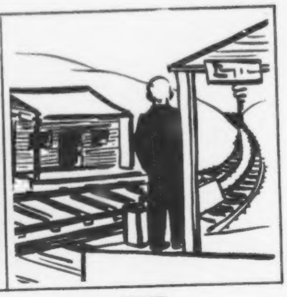
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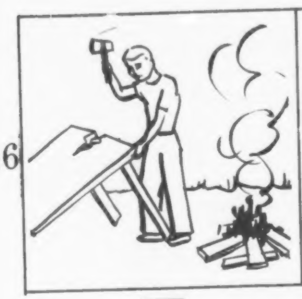
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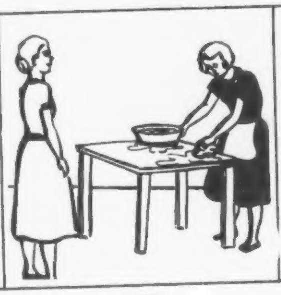
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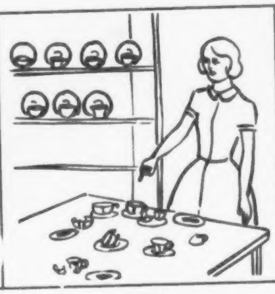
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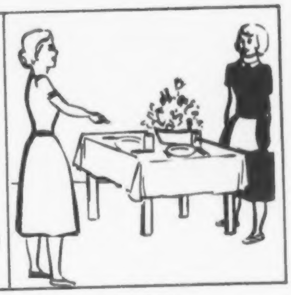
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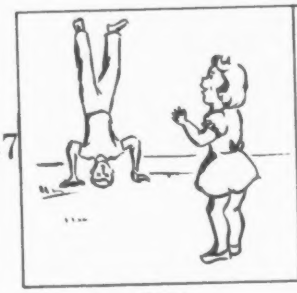
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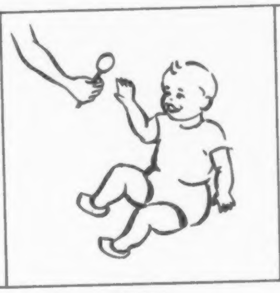
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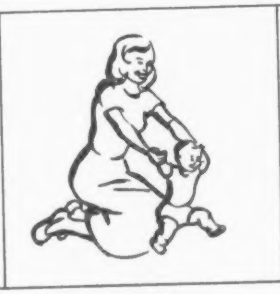
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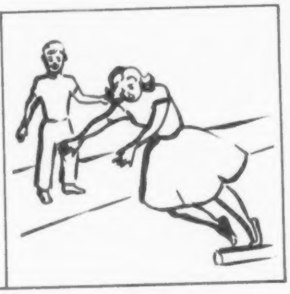
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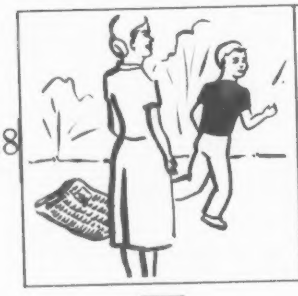
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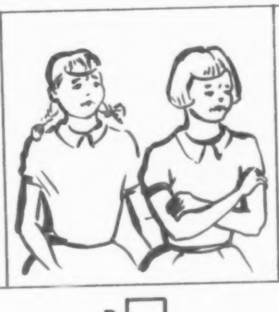
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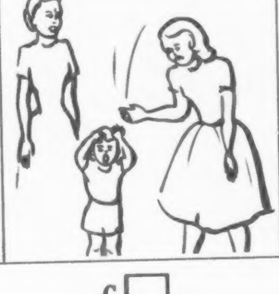
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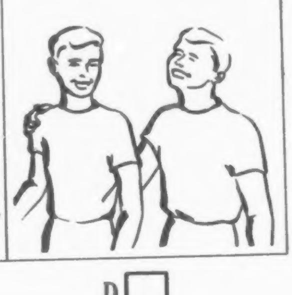
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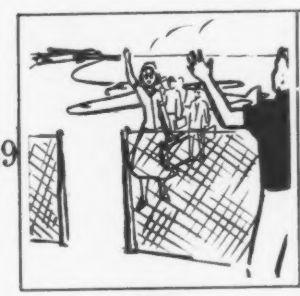

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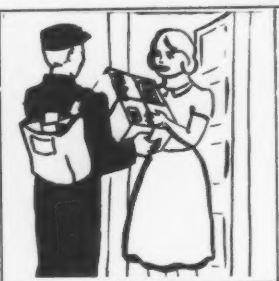

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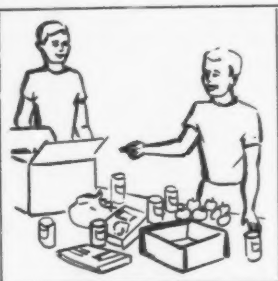

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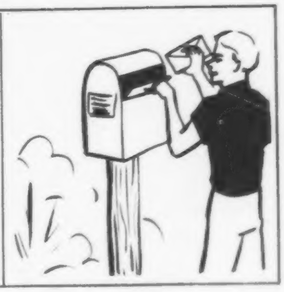

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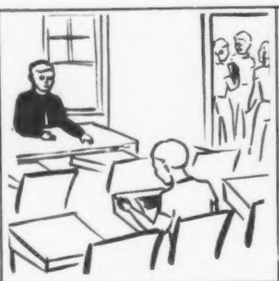

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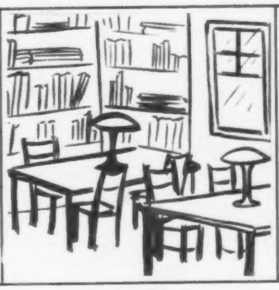

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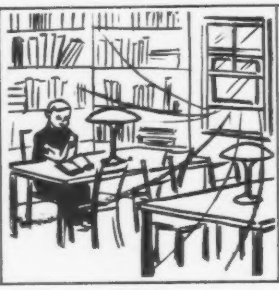

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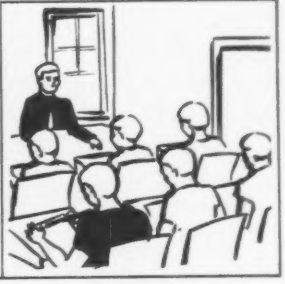

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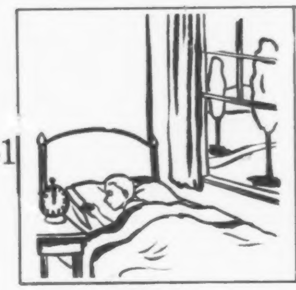

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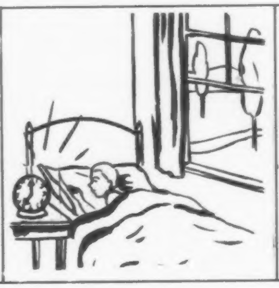

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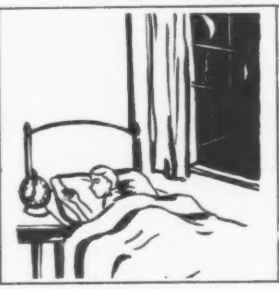

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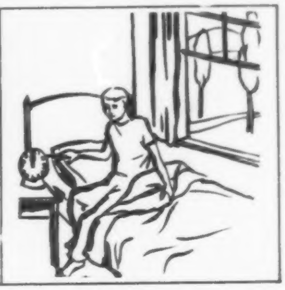

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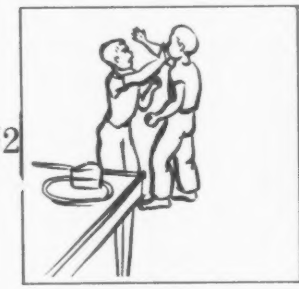

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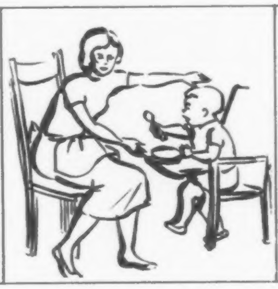

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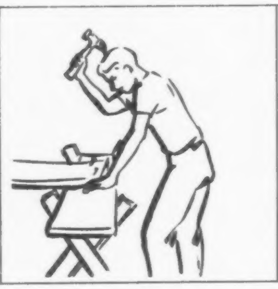

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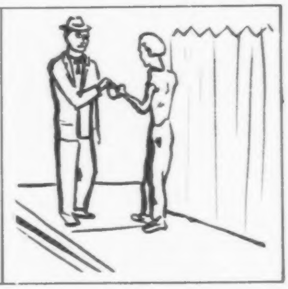

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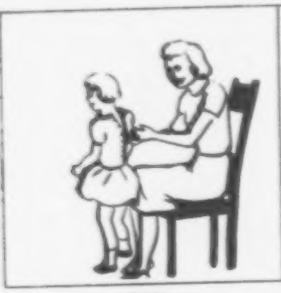
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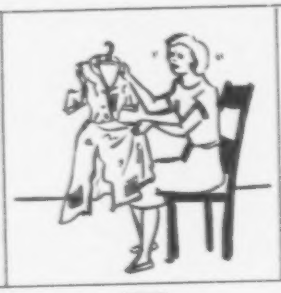
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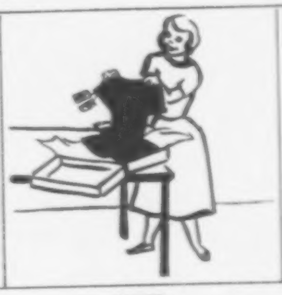
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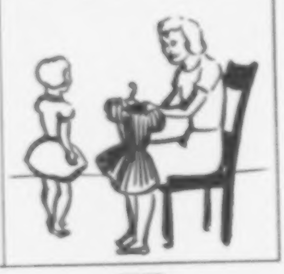
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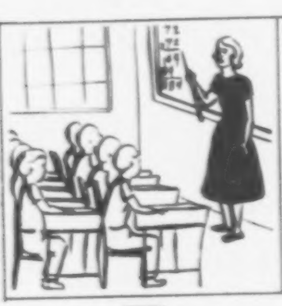
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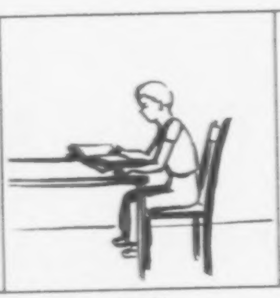
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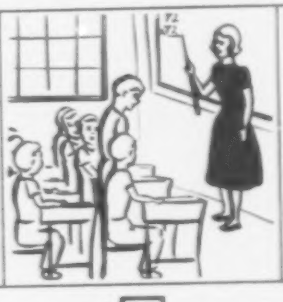
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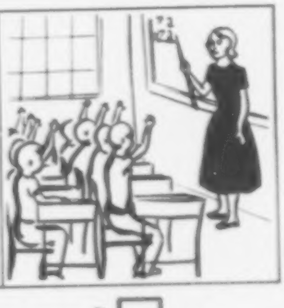
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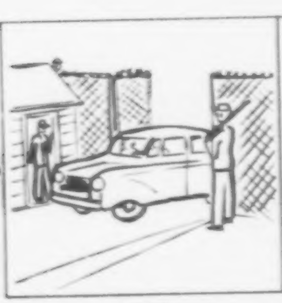
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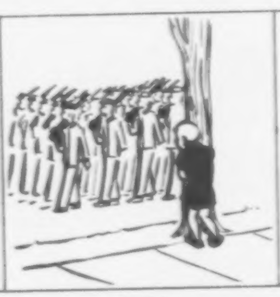
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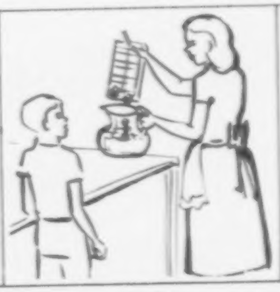
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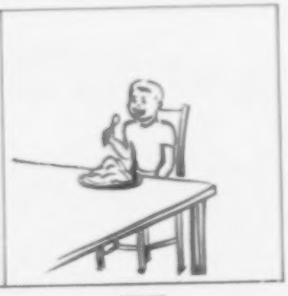
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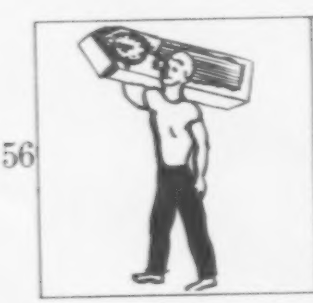
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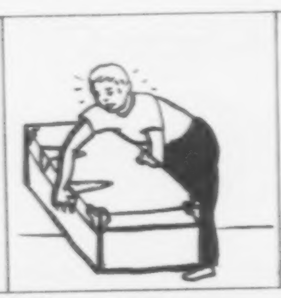
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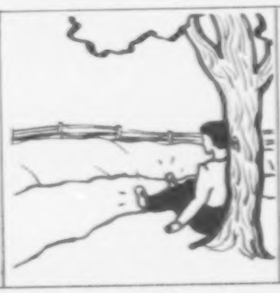
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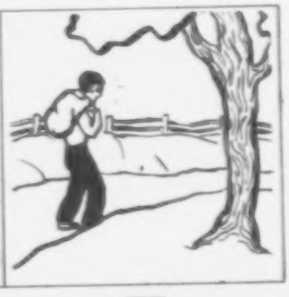
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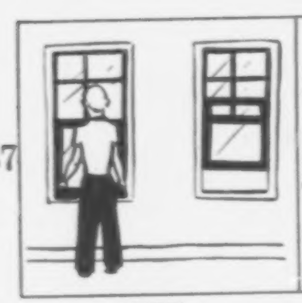
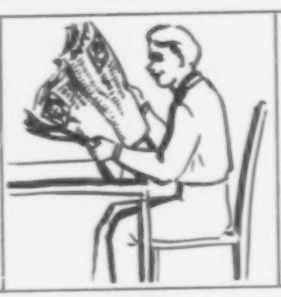
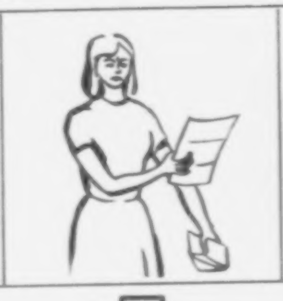
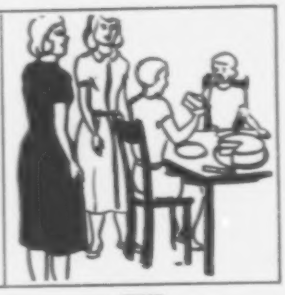
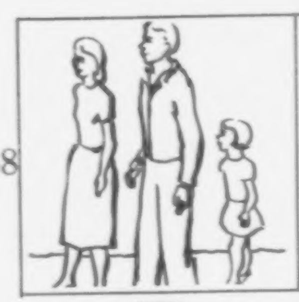
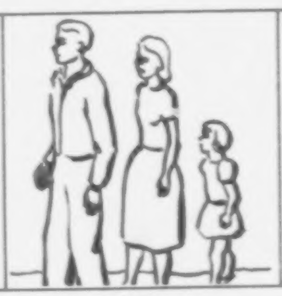
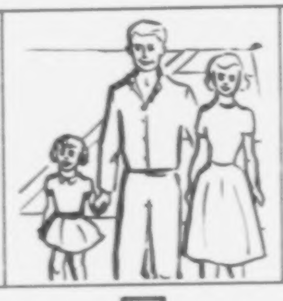
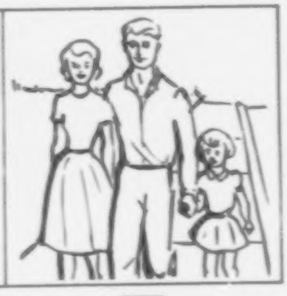
57

A ☐ B ☐ C ☐ D ☐

58

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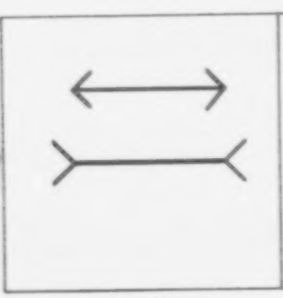
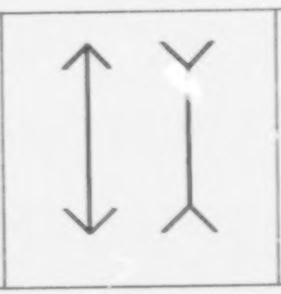
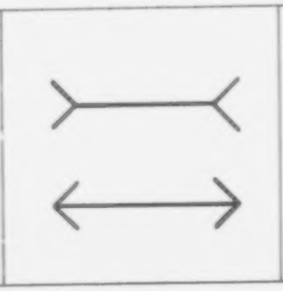
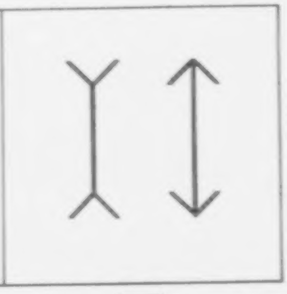
59

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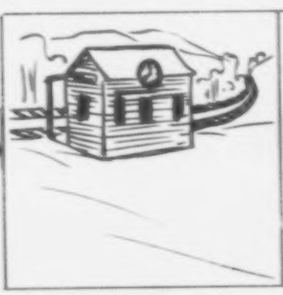
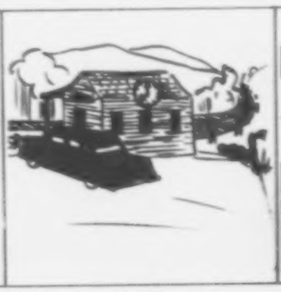
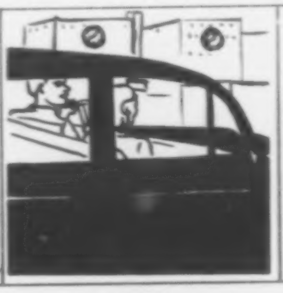
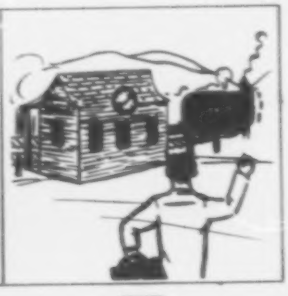

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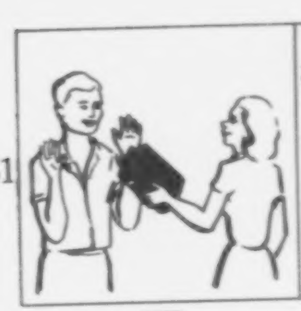

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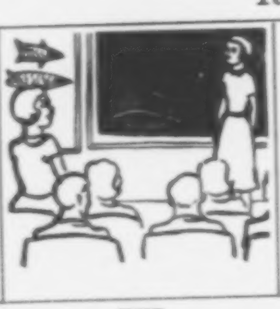

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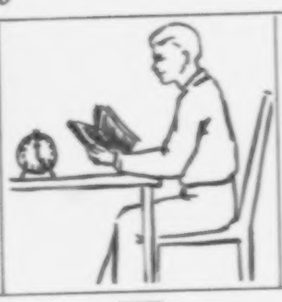

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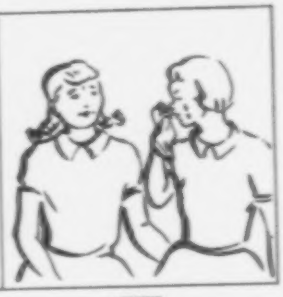

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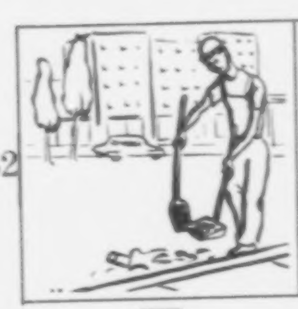

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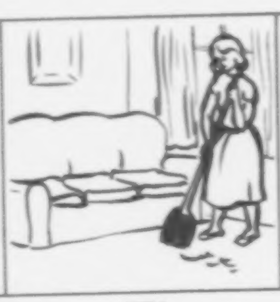

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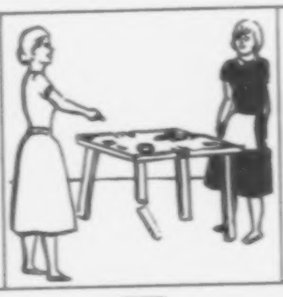

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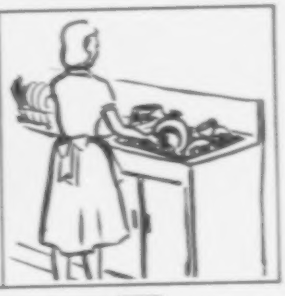

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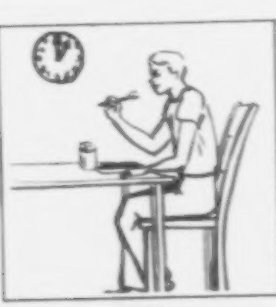

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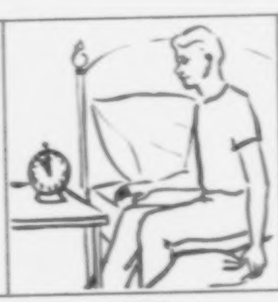

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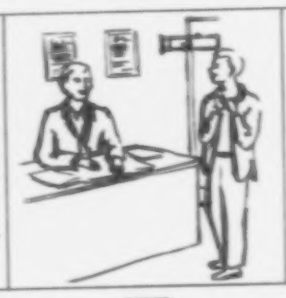

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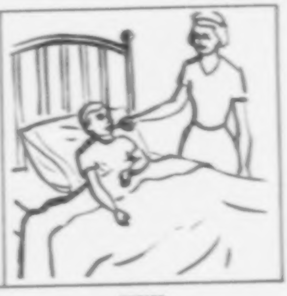

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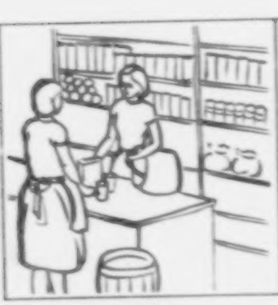

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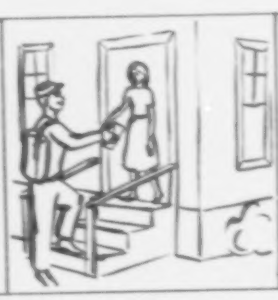

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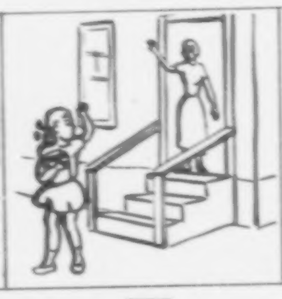

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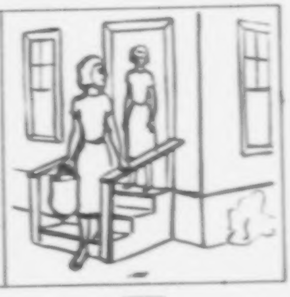

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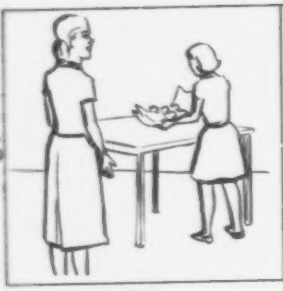
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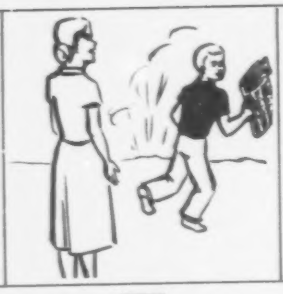
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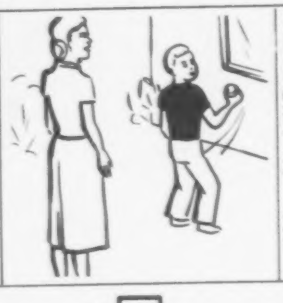
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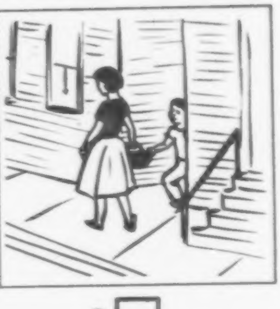
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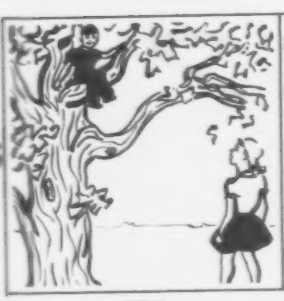
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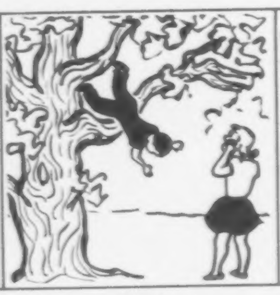
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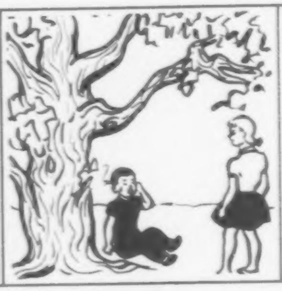
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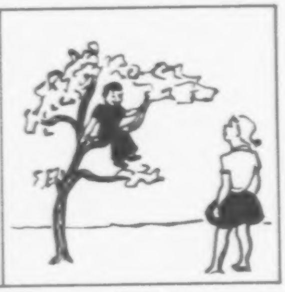
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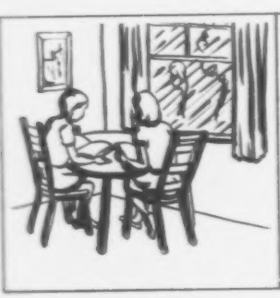
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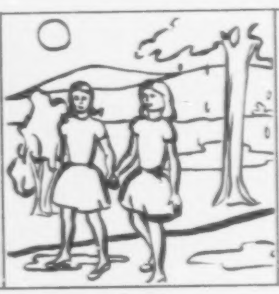
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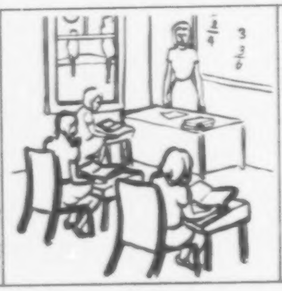
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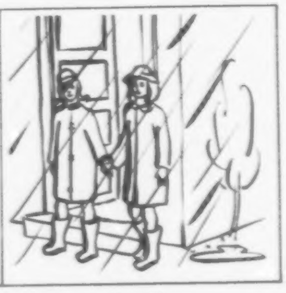
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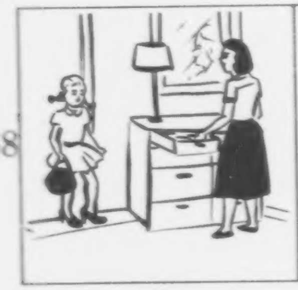
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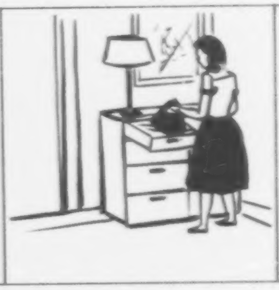
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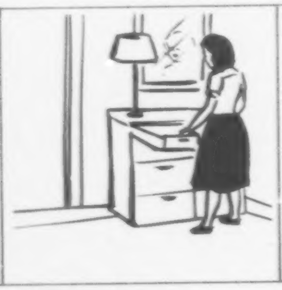
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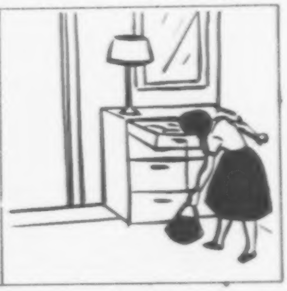
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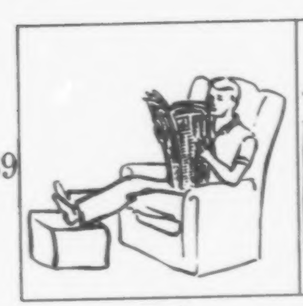

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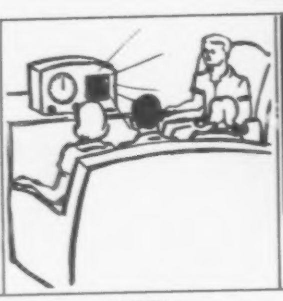

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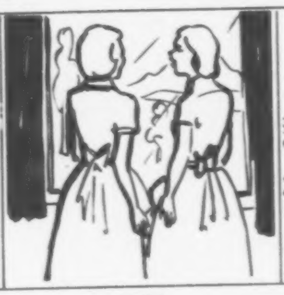

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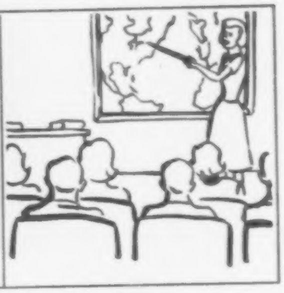

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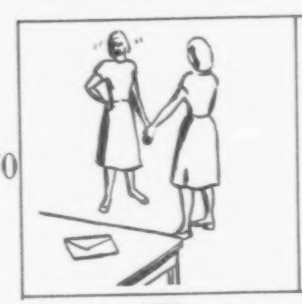

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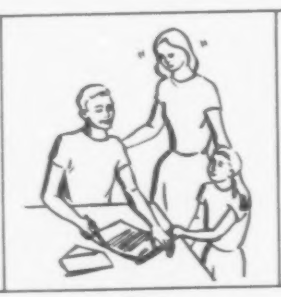

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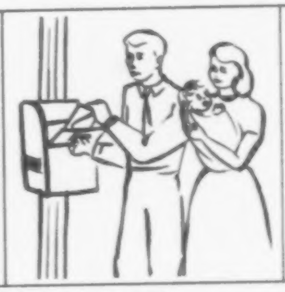

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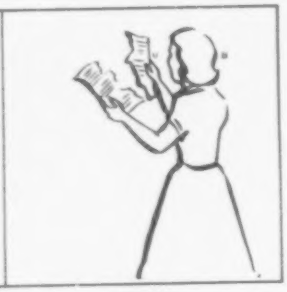

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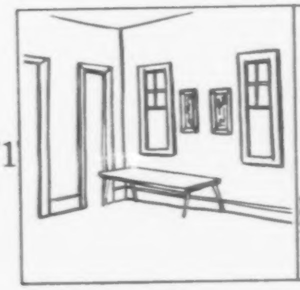

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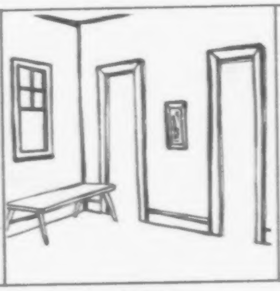

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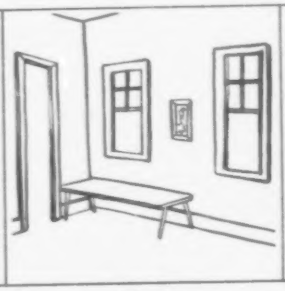

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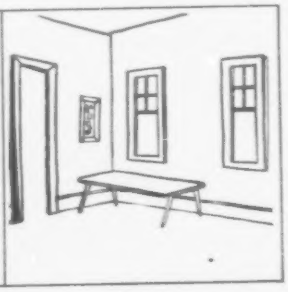

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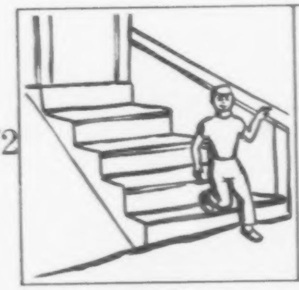

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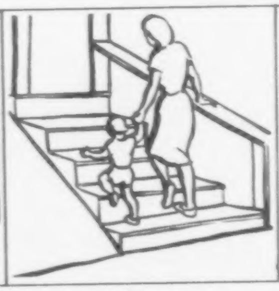

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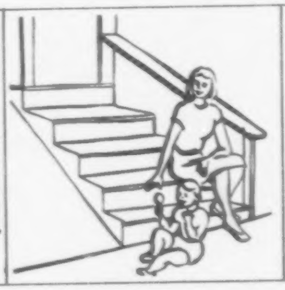

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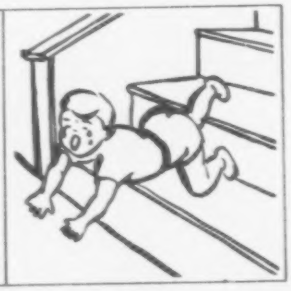

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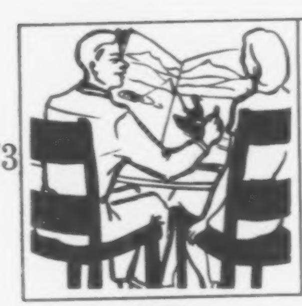

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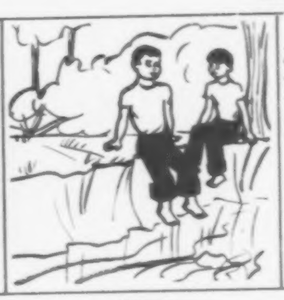

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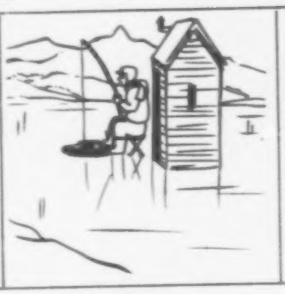

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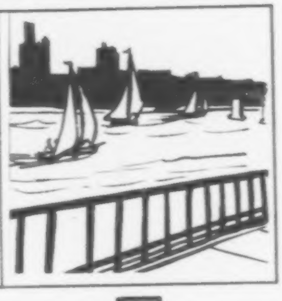

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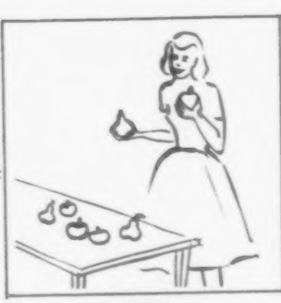

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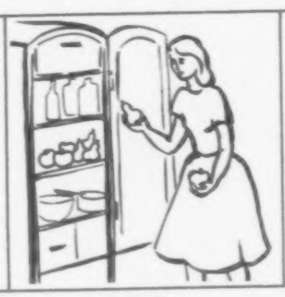

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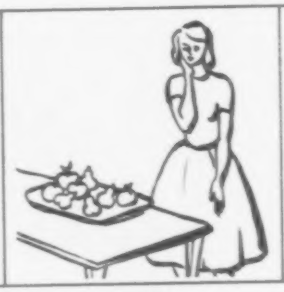
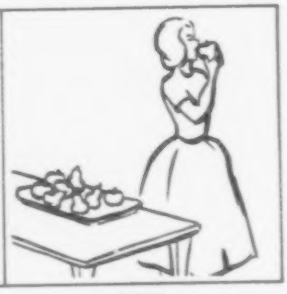
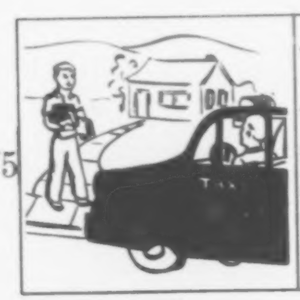


C ☐

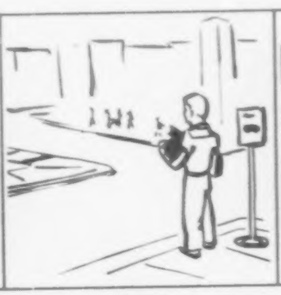


D ☐

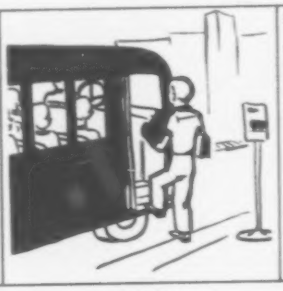
75



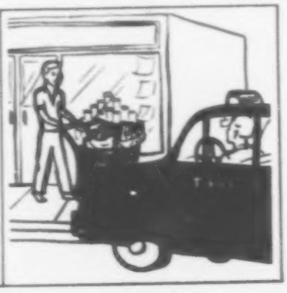
A ☐



B ☐



C ☐



D ☐

Name ______________________ Language ____________ Form ________

School ______________________ Date ____________

ANSWER SHEET FOR

PICTORIAL AUDITORY COMPREHENSION TEST

For measuring comprehension of a spoken foreign language

By
John B. Carroll and Wai-Ching Ho
Harvard University

Practice Page

	A	B	C	D
W.	☐	☐	☐	☐
X.	☐	☐	☐	☐
Y.	☐	☐	☐	☐
Z.	☐	☐	☐	☐

Page 4

	A	B	C	D
1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
3.	☐	☐	☐	☐
4.	☐	☐	☐	☐

Page 5

	A	B	C	D
5.	☐	☐	☐	☐
6.	☐	☐	☐	☐
7.	☐	☐	☐	☐
8.	☐	☐	☐	☐

Page 6

	A	B	C	D
9.	☐	☐	☐	☐
10.	☐	☐	☐	☐
11.	☐	☐	☐	☐
12.	☐	☐	☐	☐

Page 7

	A	B	C	D
13.	☐	☐	☐	☐
14.	☐	☐	☐	☐
15.	☐	☐	☐	☐
16.	☐	☐	☐	☐

Page 8

	A	B	C	D
17.	☐	☐	☐	☐
18.	☐	☐	☐	☐
19.	☐	☐	☐	☐
20.	☐	☐	☐	☐

Page 9

	A	B	C	D
21.	☐	☐	☐	☐
22.	☐	☐	☐	☐
23.	☐	☐	☐	☐
24.	☐	☐	☐	☐

Page 10

	A	B	C	D
25.	☐	☐	☐	☐
26.	☐	☐	☐	☐
27.	☐	☐	☐	☐
28.	☐	☐	☐	☐

Page 11

	A	B	C	D
29.	☐	☐	☐	☐
30.	☐	☐	☐	☐
31.	☐	☐	☐	☐
32.	☐	☐	☐	☐

Page 12

	A	B	C	D
33.	☐	☐	☐	☐
34.	☐	☐	☐	☐
35.	☐	☐	☐	☐
36.	☐	☐	☐	☐

Page 13

	A	B	C	D
37.	☐	☐	☐	☐
38.	☐	☐	☐	☐
39.	☐	☐	☐	☐
40.	☐	☐	☐	☐

Page 14

	A	B	C	D
41.	☐	☐	☐	☐
42.	☐	☐	☐	☐
43.	☐	☐	☐	☐
44.	☐	☐	☐	☐

Page 15

	A	B	C	D
45.	☐	☐	☐	☐
46.	☐	☐	☐	☐
47.	☐	☐	☐	☐
48.	☐	☐	☐	☐

Page 16

	A	B	C	D
49.	☐	☐	☐	☐
50.	☐	☐	☐	☐
51.	☐	☐	☐	☐
52.	☐	☐	☐	☐

Page 17

	A	B	C	D
53.	☐	☐	☐	☐
54.	☐	☐	☐	☐
55.	☐	☐	☐	☐
56.	☐	☐	☐	☐

Page 18

	A	B	C	D
57.	☐	☐	☐	☐
58.	☐	☐	☐	☐
59.	☐	☐	☐	☐
60.	☐	☐	☐	☐

Page 19

	A	B	C	D
61.	☐	☐	☐	☐
62.	☐	☐	☐	☐
63.	☐	☐	☐	☐
64.	☐	☐	☐	☐

Page 20

	A	B	C	D
65.	☐	☐	☐	☐
66.	☐	☐	☐	☐
67.	☐	☐	☐	☐
68.	☐	☐	☐	☐

Page 21

	A	B	C	D
69.	☐	☐	☐	☐
70.	☐	☐	☐	☐
71.	☐	☐	☐	☐
72.	☐	☐	☐	☐

Page 22

	A	B	C	D
73.	☐	☐	☐	☐
74.	☐	☐	☐	☐
75.	☐	☐	☐	☐

PICTORIAL AUDITORY COMPREHENSION TEST

FORM C

Practice Exercises

A. Мать готовит ужин.

B. Мальчик открывает окно.

C. Эта книга там наверху слишком высоко, чтобы ее достать. Не можете ли вы помочь мне снять ее?

D. Госпожа Кузнецова, вы очень удивлены, что они одного и того же роста.

THE PICTORIAL AUDITORY COMPREHENSION TEST, FORM C

1. Это кресло отца.
2. Принесите эту табуретку сюда.
3. То, что вы сказали, исключительно смешно.
4. У него три листа бумаги и четыре книги.
5. Когда он кончит домашние задания, он придет.
6. У него нет пера, у него [illegible] карандаш.
7. Этот письменный стол меньше чем столовый стол.
8. Господин Кузнецов спрашивает хотим ли мы пойти на концерт.
9. Где наша собака? Я хочу дать ей кость.
10. Вода слишком холодная, я не хочу купаться.
11. Он себя нехорошо чувствует сегодня. Он не может идти в школу.
12. Эта картина очень красивая. Цвета очень гармонируют.

13. Не двигайтесь. Я хочу вас снять.

14. Что вы говорите? Я не понимаю, о чем вы говорите.

15. Вы не думаете, что это скорее, чем писать от руки?

16. Время прошлодействительно быстро. Все листья пожелтели.

17. Смотрите, небо такого красивого голубого цвета.

18. Суп уже готов. Я очень голоден.

19. Он надевает шляпу по дороге к двери.

20. Смотрите, этот дом горит! Надо объявить пожарную тревогу.

21. Эти часы очень точны. Точны до секунды.

22. Я очень устала сегодня. Я совсем не хочу ужинать.

23. Я никогда не видел такой противоречивой вещи как это.

24. Что это на кровати? Это кошка на кровати.

25. Сидя в зале ожидания, я обыкновенно читаю.

26. Хорошо, что вы были уже дома, иначе вы бы промокли.

27. Эта коробка слишком мала. В нее не поместятся все эти вещи.

28. Я еще не кончила, не берите мою книгу.

29. Вы сказали, что придете в 11, почему вы опоздали?

30. Она не похожа на свою младшую сестру, она не любит носить шляпу.

31. Ты не боишься посмотреть, что внутри?

32. Не знаю, почему это так трудно, как я ни стараюсь, не могу забить гвоздь.

33. Такое маленькое ушко, помогите мне протянуть нитку в иголку.

34. Этот ребенок очень умен. Он всегда сдает экзаменационную работу первым.

35. Она держит круглую коробку, а он ей дает квадратную.

36. Показали ли вы таможеннику все вещи, которые подлежат пошлине?

37. Этот фильм очень хорош. Тема новая и исполнение прекрасное.

38. У меня нет времени для шитья. Давай купим тебе это полосатое платье.

39. Давай посидим в гостиной, пока не пройдет дождь.

40. Дети никуда не уходили. Они просто спрятались все под столом.

41. Ребенок становится совсем невозможным - вот я и учу его.

42. Он как раз подымался по лестнице, когда мы собирались уйти.

43. Я нашел для вас гостиницу - чисто и недорого.

44. Идем скорей домой. Скоро стемнеет. Мама опять будет ждать с нетерпением.

45. Люди, не заботящиеся о безопасности, часто бывают виновны в несчастных случаях.

46. Этот стол очень грязен. Меня попросили вымыть его хорошенько.

47. Смеяться хорошо, но не всегда прилично.

48. Он очень симпатичен. Его все любят.

49. Ваша посылка пришла воздушной почтой. Вы рады получить ее так скоро?

50. Экзамены кончились. В библиотеке ни души.

51. Он спал 7 часов. Настал полдень, а он все не вставал.

52. У таких людей нет цели в жизни. Они не любят упорной работы.

53. Это патье слишком узко. Я не могу его застегнуть.

54. Мне стыдно, что я совершенно забыл урок, который я выучил вчера.

55. Мой младший брат очень любит военную муштру. Как только увидит солдат забывает все на свете.

56. Даже легкая вещь, если ее носить целый день, покажется очень тяжелой.

57. Приятно узнать, что кандидат, за которого вы голосовали, выбран в президенты.

58. Его жена идет впереди, а его ребенок сзади.

59. Верхняя линия кажется короче нижней, но это обман зрения.

60. Уже после восьми, мы были бы уже на станции, если бы не заблудились.

61. Не горюй о прошедшем экзамене. Подучи, и следующий раз все будет хорошо.

62. Улицы надо держать чистыми, не только из эстетических, но также и из гигиенических соображений.

63. Я совсем забыл, что мне нужно быть у врача сегодня утром. Остается 15 минут, но может быть я еще успею.

64. Если придет Кузнецова, скажите ей, что я пошла за покупками и скоро вернусь.

65. Ты бежишь сообщить эту новость отцу?

66. Ты залез так высоко - смотри, упадешь.

67. Из-за дождя нам придется читать дома. Когда дождь пройдет. мы пойдем в библиотеку.

68. Я искала сумку в ящиках, не зная, что она у тебя, и конечно, не могла ее найти.

69. Как хорошо. Теперь даже те, кто не могут читать, могут быть в курсе событий.

70. Я получила и́з дому письмо, но еще не успела его прочесть. Даже не раскрывала его.

71. В комнате, где я живу два окна и дверь. На стене между окнами висит картина.

72. Он научился ходить только недавно. Вот что может случиться, если его пустить с лестницы одного.

73. Этим летом я проведу несколько месяцев на лоне природы. Буду заниматься рыбной ловлей, греблей, и вновь переживать дни детства.

74. На столе стоит поднос с фруктами, яблоками и грушами. Я никак не могу решить, съесть мне яблоко или грушу.

75. Обычно я езжу в школу автобусом, но сегодня возьму такси. Мне нужно многое взять с собой.

Sentences for Form C

PICTORIAL AUDITORY COMPREHENSION TEST

Correct Alternative

Practice Exercises

(A) W. Mother is getting supper.

(D) X. The boy is opening the window.

(B) Y. That book up there is too high for me to reach. Can you help me get it?

(C) Z. Mrs. Smith, aren't you surprised that they are exactly the same size?

THE PICTORIAL AUDITORY COMPREHENSION TEST, FORM C

(C) 1. That is father's chair.

(D) 2. Bring that stool over here.

(B) 3. What you said is very funny.

(A) 4. He has three sheets of paper and four books.

(B) 5. When he finishes his homework he will come.

(D) 6. He does not have a pen. He has a pencil.

(A) 7. The desk is smaller than the living room table.

(D) 8. Mr. Smith would like to know if we would like to go to a concert.

(C) 9. Where is our dog? I want to give him a bone.

(C) 10. The water is too cold. I don't want to go swimming.

(B) 11. He is not feeling well today. He cannot go to school.

(D) 12. That picture is very beautiful. The colors harmonize well.

(A) 13. Don't move! I want to take a picture of you.

(A) 14. What are you saying? I don't understand what you are talking about.

(C) 15. Don't you think that this is faster than writing by hand?

(C) 16. Time passed fast, indeed! All the leaves have turned yellow.

(C) 17. Look! The sky is such a beautiful blue color!

(C) 18. Is the soup ready? I'm very hungry.

(A) 19. He is putting his hat on as he approaches the door.

(D) 20. Look! That house is burning. We'll have to put in a fire alarm.

(B) 21. This watch is very accurate. It is accurate to the second.

(D) 22. I am very tired today. I absolutely cannot eat.

(C) 23. I never saw such contradictory things like this.

(C) 24. What is that on the bed? That is the cat on the bed.

(A) 25. When I travel alone, I usually read.

(A) 26. It's good that you are home already. Otherwise you would have gotten soaked.

(B) 27. That box is too small. All these things will not fit into it.

(A) 28. I haven't finished yet. Don't take my book.

(B) 29. You said you would come at eleven. Why are you late?

(B) 30. She is just not like her younger sister. She does not like to wear a hat.

(B) 31. Aren't you afraid to look at what's inside?

(C) 32. I do not know why this is so hard. No matter how hard I try, I can't pound the nail in.

(C) 33. What a small eye! Help me thread the needle.

(D) 34. That boy is very smart. He always hands his examination papers in first.

(D) 35. She is holding the round carton. But he is giving her the square one.

(C) 36. Have you declared everything that must be declared for the customs?

(C) 37. This film is very good. The story is original and it is well acted.

(C) 38. I don't have time for sewing. Let us buy this striped dress for you.

(C) 39. Let's sit in the living room until the rain is over.

(A) 40. The children did not go anywhere. They only hid under the table.

(A) 41. This boy has become absolutely impossible. But I'll teach him a lesson.

(C) 42. He was climbing up the stairs at precisely the time we were preparing to leave.

(B) 43. I found a hotel room for you. It is clean and inexpensive.

(B) 44. Let's go home in a hurry. It will be dark soon. Mother will again wait impatiently.

(B) 45. People who do not pay attention to safety are often responsible for accidents.

(C) 46. This table was very dirty. I was told to wash it well.

(D) 47. It is all right to laugh but it is not always proper to do so.

(D) 48. He is very pleasant. Everyone likes him. (Pleasant = sympatico)

(B) 49. Your package came by air mail. Aren't you glad to get it so quickly?

(B) 50. Exams are over. There is not a soul in the library.

(A) 51. He slept for seven hours. It was midday but he still did not get up.

(D) 52. Such people do not have a goal in life. They do not like to work hard.

(A) 53. This dress is too tight. I can't button it.

(C) 54. I am ashamed of the fact that I have completely forgotten the lesson which I studied yesterday.

(B) 55. My younger brother loves to watch military exercises. When he sees soldiers he forgets everything else.

(D) 56. Even light things seem to be heavy after you carry them the whole day.

(B) 57. It is pleasant to learn that the candidate you voted for was elected president.

(A) 58. His wife is walking in front of him but his little girl is walking behind.

(A) 59. The upper line seems to be shorter than the lower line. But that is an optical illusion.

(C) 60. It is already after eight. We would have already been at the station if we had not lost our way.

(D) 61. Don't cry about failing an examination! Study, and the next one will be all right.

(A) 62. The streets must be kept clean not only because of esthetic, but also because of hygienic reasons.

(B) 63. I have completely forgotten that I have to be at the doctor's this morning. I still have fifteen minutes. Perhaps I can still make it.

(D) 64. If Mrs. Smith comes, tell her that I went shopping and that I'll be back soon.

(B) 65. Are you running to tell your father the news?

(A) 66. You've climbed up very high in that big tree. Be careful that you don't fall down.

(A) 67. We have to read at home because of the rain. When the rain is over we'll go over to the library.

(A) 68. I looked for the purse in all the drawers because I did not know you had it. And, of course, I couldn't find it.

(B) 69. Even those who cannot read can keep abreast of events if they will listen to this regularly.

(A) 70. I received a letter from home. But I haven't had a chance to read it. I haven't even opened it.

(C) 71. In the room where I live, there are two windows and a door. On the wall between the windows there hangs a picture.

(D) 72. He learned to walk only recently. This is what is likely to happen if he tries to climb down the stairs himself.

(A) 73. This summer I will spend several months out in the woods. I will spend my time fishing, hunting, and relive the days of my childhood.

(C) 74. On the table there is a platter of fruit with apples and pears. I can't decide whether I should eat an apple or a pear.

(A) 75. Usually I go to school by bus. But today I am taking a taxi. I have a lot to take with me.

PICTORIAL AUDITORY COMPREHENSION TEST

FORM D

The practice sentences are the same as the practice sentences used in Form C.

1. У этого стула есть с одной стороны приспособление для писания.
2. Поставь эту табуретку туда!
3. Эти оба мальчика говорят одновременно.
4. У него два листа бумаги в левой руке.
5. Я хочу, чтобы ты прочитал эту книгу.
6. У него нет ни ручки, ни карандаша.
7. Столовый стол показан без письменного стола.
8. Я думаю, что этот телефонный звонок для вас.
9. Где твоя собака нашла эту кость, которую она держит в зубах?
10. Разве вы не знаете, что тут не разрешено охотиться?
11. Если шофер меня не увидит, может быть будет не заметно, что я отсутствую?
12. Что на дереве, мама?
13. Я надеюсь, что эта фотография будет лучше чем предыдущая.
14. Посмотри на того мальчика. Интересно, кто он такой.

15. Писать от руки больше всего принято при личной переписке.

16. Какую славную снежную бабу сделали мои дети!

17. В это время мы обычно спим.

18. Это самый вкусный торт, который я когда-либо ел.

19. Он протягивает правую руку к двери.

20. Я должен быть осторожным, чтобы дым не попадал мне в глаза.

21. Расписание поездов очень хорошо составлено, и я совсем не теряю времени в ожидании на станции.

22. Я могла бы есть, но я никак не могу забыть свои заботы.

23. Люди, которые тут представлены, приблизительно одного возраста, но различного пола.

24. Я не думаю, что она выпадет из окна, хотя это так и выглядит.

25. Обеденное время - время для интересного разговора.

26. Как жаль, что не успел прийти раньше. Я боюсь, что ты промок.

27. У нас только одна коробка. Но она по крайней мере достаточно велика, чтобы вместить мой пиджак.

28. Который из этих фильмов ты хотела бы увидеть?

29. Если ты хочешь попасть на двухчасовый поезд, у тебя есть час времени, чтобы попасть на станцию.

30. Она совсем не похожа на свою младшую сестру. Она

31. Госпожа Андреева, вы хотели бы пойти со мной в кино?

32. Он положил бревно на землю, прежде, чем он стал его рубить.

33. У него три отверстия в рубашке: одно для головы и два для рук.

34. Никто в этом классе не дерется, но и никто не занимается.

35. Ты можешь получить и эту четырехугольную коробку кроме той круглой, которая у тебя в руке.

36. Вы объявили о всех предметах, подлежащих пошлине в вашем багаже?

37. Вы должны были бы купить более дорогой аппарат, если вы хотите делать действительно хорошие снимки.

38. Да, я сделаю платье для твоей куклы, как только я закончу то, что я сейчас делаю.

39. Давай поиграем, пока погода не улучшится.

40. Они все решили, что они должны сесть на стол.

41. Я знаю, что ему больно. но я не могу допустить, чтобы он это сделал еще раз.

42. Он как раз одевал свой пиджак, когда позвонил звонок.

43. Хорошо, что он смог так долго побыть у нас. Он не вернется раньше, чем через год или более.

44. Если мы будем ждать до темноты, будет слишком темно для того, чтобы найти дорогу домой.

45. Эти мальчики очень рискуют, хотя они и думают, что они забавляются.

46. Люди, которые оставили после себя эту ломанную посуду, были очень неосторожными и невежливыми. Я надеюсь, что они не вернуться.

47. Матери радуются первым шагам своих детей.

48. Не убегай прежде, чем ты не убрал газеты.

49. Пожалуйста, отесите пакет соседям. Он неправильно адресован.

50. Когда он читает, он любит, чтобы было много свежего воздуха.

51. Он увидел, что уже полдень, и что у него много дел.

52. У этого ребенка без сомнения нормальный аппетит, но иногда он не хочет есть.

53. Эта одежда в таком плохом состоянии, что я сомневаюсь, что есть смысл ее чинить.

54. Все дети хотят показать учительнице, что они могут решить задачу, которую она написала на доске.

55. После того, как ты играл в солдаты все послеобеденное время, тебя естественно мучит жажда.

56. Пройдя большое расстояние, ваши ноги устанут, даже если вы ничего не несете.

57. Мне кажется, что у них никогда не было такого веселья, как сейчас.

58. Справа идет его ребенок, а слева - его жена.

59. Вот две горизонтальных линии. На верхней фигуре короткие линии отходят в стороны от горизонтальной линии.

60. Ты хорошо доехала на поезде? Я рад, что поезд прибыл точно в 8 часов.

61. Мне жаль, что ты так расстроена из-за потери книги. Может быть мы ее найдем, когда мы завтра пойдем опять в школу.

62. Если бы люди бросали бумагу в предназначенное для этого место, этому человеку не надо было бы так много работать.

63. Я иду обедать, и вернусь на свою работу в госпиталь в 2 часа.

64. Почтальон мне сказал, что я могу получить тут хорошее мясо. Что у вас есть сегодня?

65. Не убегай с газетой так быстро. Я хочу сперва ее просмотреть, прежде, чем ты ее заберешь.

66. Это дерево слишком слабое, чтобы тебя удержать. Я знаю, что ты любишь лазить по деревьям, но почему ты не выбрал более прочного дерева?

67. Так как дождя больше нет, я вас отпущу, как только вы закончите эту задачу.

68. Я думала, кто бы мог взять мою сумку и просмотрела весь комод. Теперь я знаю, кто ее взял.

69. Мне бы хотелось, чтобы при этой статье была карта, с тем, чтобы я мог понять новости, которые передавали по радио вчера вечером.

70. Я нашел это письмо в кармане. Я написал его неделю тому назад и забыл его отправить. Теперь я уверен, что оно дойдет до дедушки во-время.

71. В комнате, в которой я живу, моя кровать стоит прямо под окном, около двери. У изголовья кровати висит картина на стене.

72. Он еще не умеет ходить. Он даже не старается залезть на лестницу, но довольствуется игрой.

73. Я надеюсь, что я смогу уехать из города весной на рыбную ловлю. Я люблю проводить весь день в лодке в ожидании, что рыба клюнет.

74. Я не думала, что эти яблоки и груши будут тут. Моя мать обычно не держит их в холодильнике, когда она хочет подать их гостям.

75. Я хотел было взять такси, так как думал, что автобус сегодня не придет. Теперь я вижу, что я попаду в школу во-время, так как буду вместе с другими детьми.

Sentences for Form D of
Pictorial Auditory Comprehension Test

The sample items are the same as in Form C.

(A) 1. This chair has one arm for writing.

(D) 2. Put that stool down over there.

(A) 3. Both of the boys are talking at the same time.

(B) 4. He has two sheets of paper in his left hand.

(A) 5. I want you to finish reading this book.

(C) 6. He has neither a pen nor a pencil.

(D) 7. The dining table is not shown with any desk.

(D) 8. I think this telephone call is for you.

(D) 9. Where did your dog find that bone he's holding?

(B) 10. Don't you know we don't allow hunting here?

(C) 11. If the driver doesn't see me, maybe they won'to notice I'm missing.

(A) 12. What's in the tree, Mommy?

(A) 13. I hope this will be a better picture than the last time I tried to take one.

(B) 14. Look at that boy over there. I wonder who he is.

(D) 15. Writing by hand is most appropriate for personal correspondence.

(D) 16. What a jolly snowman my children have made!

(A) 17. This is the time we usually get our rest.

(D) 18. This is the best piece of cake I've ever eaten.

(B) 19. He's reaching for the door with his right hand.

(A) 20. I have to be careful not to let the smoke get in my eyes.

(D) 21. The schedules are very well planned, and I am not losing any time waiting in the station.

(D) 22. I am all ready to eat, but I can't seem to get my mind off my problems.

(D) 23. The people shown here are of about the same age but of opposite sex.

(A) 24. It may look so, but I don'to think she is very likely to fall out of the window.

(C) 25. Meal time is a time for interesting conversation.

(D) 26. It is unfortunate you couldn't get here earlier. I am afraid you have gotten soaked.

(A) 27. We have only one box. At least it is large enough to hold my coat.

(D) 28. Which of these movies would you like to see?

(B) 29. If you are going to take the 2 o'clock train, you have about an hour to get to the station.

(D) 30. She's not like her younger sister. She always likes to wear a hat.

(D) 31. Mrs. (Jones), would you like to go to the movies with me?

(B) 32. He put the log on the ground before starting to cut it.

(A) 33. There are three openings in the top of the shirt: one for his head and two for the arms.

(A) 34. Nobody is fighting in this classroom, but none of the children seems to be working on anything either.

(D) 35. You may have this square box in addition to the round box you already have in your hand.

(C) 36. Have you declared all the dutiable articles in your baggage?

(A) 37. You ought to consider buying a more expensive instrument if you want to get really good pictures.

(B) 38. Yes, I will make a dress for your doll as soon as I finish what I am doing now.

(C) 39. Let's play a game until the weather clears up.

(B) 40. They have decided that they should all sit on top of the table.

(A) 41. I know I am hurting him, but I cannot let him do that again.

(B) 42. He was just putting on his coat when the doorbell rang.

(D) 43. It was good that he was able to have such a long visit with us. He won't come back for a year or so.

(B) 44. If we wait until dark there won'to be enough light to find our way home.

(B) 45. These boys are taking very great risks, even though they think they are enjoying themselves.

(C) 46. The people who left all those broken dishes were extremely careless and impolite and I hope they will not return.

(C) 47. Mothers love to see their children take their first steps.

(A) 48. Don't run away until you take the paper.

(B) 49. Will you please take this package next door? It is not correctly addressed.

(C) 50. He likes to have plenty of fresh air while reading.

(D) 51. He realizes that it is already the middle of the day, and that he has much to do.

(B) 52. This child undoubtedly has normal appetite, but sometimes he does not seem to want to eat.

(B) 53. This clothing is in such bad condition that I doubt that it is even worth trying to mend.

(D) 54. All the children are eager to show the teacher that they can do the problem she has written on the blackboard.

(C) 55. I know you must be thirsty after playing soldiers all afternoon.

(C) 56. After you have walked a long way, even without carrying anything, your feet get very tired.

(D) 57. I think they have never had such a good party as they are having now.

(C) 58. The one who walks to his right is his child, and his wife is walking to his left.

(C) 59. Here are two horizontal lines. In the upper figure the small lines branch out away from the horizontal line.

(C) 60. Did you have a good journey on the train? I am glad the train came in exactly on time at eight o'clock.

(D) 61. I'm sorry you're upset about losing your book. Perhaps we will find it when we go back to school tomorrow.

(A) 62. If people would be more careful about putting their waste paper in the receptacles provided for it, this person would not have so much work to do.

(A) 63. I'm starting my lunch and plan to be back at my job in the hospital at 2 o'clock.

(A) 64. The postman told me I could buy better meat here. What do you have today?

(B) 65. Don't run away with that so fast. I want to see it before you take it away.

(D) 66. That tree hardly looks strong enough to hold you up. I know you like to climb trees, but why don't you pick a stronger one?

(C) 67. Since it is not raining any more I am going to let you go out as soon as you finish your work on this lesson.

(A) 68. I was wondering who had taken my pocketbook, and I looked carefully all through this bureau. Now I know who took it.

(A) 69. I wish this article were accompanied by a detailed map so that I could understand the news we heard on the radio last night.

(C) 70. I found this letter in my pocket. I finished writing it a week ago, and had forgotten to send it. Now I'm sure it will reach grandfather in time.

(D) 71. In the room where I live my bed is directly under a window near the door. At the head of the bed there is a picture on the wall.

(C) 72. He has not yet learned to walk. He doesn't even try to climb the stairs but is content to spend his time playing.

(A) 73. I hope to get away from the city for the fishing season next spring. I like to sit in a boat all day waiting for the fish to bite.

(B) 74. I didn't expect to find these apples and pears here. It is not customary for my mother to keep them under refrigeration when one is about to serve them to our guests.

(C) 75. I was about to take a taxi because I thought the bus was not coming this morning. Now I know I will get to school on time because I will be with the other children.

PICTORIAL AUDITORY COMPREHENSION TEST

FORM E

The practice sentences are the same as the practice sentences used in Form C

1. Я сижу один. Я сижу очень высоко на этом стуле.
2. Принеси эту лампу сюда.
3. Ты смешно выглядишь с этой прической.
4. У него три листа бумаги и самая высокая кипа книг.
5. Мальчики,не приходите домой поздно.
6. У меня нет ничего, кроме этого карандаша.
7. Столовый стол и письменный стол - одинаково большого размера.
8. Я записала все, что ты мне до сих пор говорила.
9. Зачем ты несешь эту кость, если у тебя нет собаки?
10. Я купаю ребенка, пока в доме еще тепло.
11. Всегда, когда он болен, он не ходит в школу.
12. Краски очень красивые. Из этой материи выйдут красивые занавески.
13. Сядь сюда и не двигайся, и твоя нога скоро перестанет болеть.
14. Посмотри направо. Там происходит что-то интересное.
15. Мне всегда нужно много писать. Я уже написала полстраницы. Я хотела бы иметь пишущую машинку.

16. Я всегда должна бегать за тобой, Коля. Пожалуйста, не ходи купаться без меня.

17. От этого забора всегда виден красивый закат.

18. Я рада, что ты тоже сидишь за столом. Я не люблю есть одна.

19. Трудно сказать, пришел ли он только-что или же он собирается уходить. Его шляпа на голове, и он протягивает руку к двери.

20. Эти мальчики, которые сжигают листья, стоят далеко от домов.

21. Вот ручные часы для тебя. Пни удобны при путешествии и при занятиях.

22. Я жалею, что мне наложили столько еды на тарелку. Мне не хочется есть.

23. Он сам упал, или же ты его толкнул?

24. Не будет никакого звука, когда перо опустится на землю.

25. Повидимому, она очень занята чтением, и не хочет разговаривать с людьми, которые находятся вокруг нее.

26. Я тебе говорила, чтобы ты не убирал ничего со стола, пока наши гости не придут.

27. В шкафу беспорядок. В нем одежда и коробки, и метлы вываливаются из него.

28. Почему положили книгу на самую высшую полку, в то время как все нижние полки пустые?

29. Сейчас только 11 часов. Посмотри в окно. Сегодня хорошая погода.

30. Она обняла маленькую девочку, которая носит такую же шляпу, как и она.

31. Говорят, что там мокро, но слишком темно, чтобы что-нибудь увидеть.

32. После вытягивания этих кривых гвоздей из доски, в ней останутьтся дырки.

33. Я могу вдеть нитку в иголку. Подержи мне только катушку.

34. Все дети занимаются с учительницей, и только один мальчик сидит и мечтает.

35. Если ты отдашь мне круглую коробку, у тебя самой ничего не останется.

36. Мне придется отправить это письмо воздушной почтой. Скоро придет почтальон за письмами, а я еще не закончил письма.

37. Эта книга напоминает мне фильм, который я видела, и мне хочется плакать.

38. Подойдет ли тебе полосатое платье? Примерь это.платье.

39. Мама, я иду к подруге. Я вернусь домой около часу.

40. Дети сидят в кругу под столом, им не нужно стульев.

41. Я вижу, что он плачет и мне самиму неприятно, но я должен его наказать, чтобы он этого не сделал в другой раз.

42. Одна дама держит пальто на руке. Другая собирается одеть свое пальто.

43. Маня уже сидит в вагоне и машет нам. Миша как-раз входит в вагон со своим чемоданом.

44. Сегодня нет луны. Дерево перед нашим домом стоит неподвижно.

45. Этот человек пользуется тем, что мы должны были остановиться, чтобы попросить нас подвезти его.

46. Я разрублю этот стол на дрова для топки. Он все равно грязный.

47. Он всегда улыбается, когда сидит на полу и я даю ему поесть что-нибудь вкусное, что он любит.

48. Мальчики веселы. Повидимому, они подружились.

49. Здравствуй, Наташа! Ты все-таки решила прилететь на аэроплане. Личная беседа гораздо приятнее переписки.

50. Учитель заставил его остаться одному в классе и читать свои уроки. Давай уйдем из классной комнаты.

51. Сейчас 7 часов утра. Он все еще спит. Никогда он не слышит будильника.

52. Будь большим мальчиком, не спорь с мамой, а ешь сам.

53. Конечно, я застегну пуговицы у тебя на спине. Только стой смирно.

54. Я знаю, что это трудная задача, но может быть ты сама сможешь показать другим, как ее разрешить.

55. Вы должны показать свои документы, прежде чем вы сможете въехать в военный лагерь.

56. Я очень устал. Я ходил весь день. Я рад, что могу отдохнуть под этим деревом.

57. Мне странно читать это письмо теперь.

58. Его жена идет перед ним, а его дочь следует за ним.

59. Хотя верхняя линия выглядит короче, в действительности обе линии одной длины. Вы знаете, почему это так выглядит?

60. Сейчас 8 часов, и около старой станции не видно ни человека, ни автомобиля, ни поезда.

61. Я читала эту книгу. В ней пишется о рыбах. Я знаю, что ты советуешь мне прочитать ее только для шутки.

62. Я не сержусь, что комната грязная, но что мебель поломана, это меня сердит.

63. Я рад, что вы не нашли у меня ничего серьезного, доктор. Я не люблю лежать в постели.

64. Если вы идете в лавку, и если у вас не будет слишком много покупок, не могли бы вы принести мне дюжину яиц?

65. Разве это хорошее поведение молодого человека? Я еще и не видела газеты.

66. Это еще такое молодое дерево. Ты отломишь у него ветки. Слезай с него скорей!

67. У них очень хорошая классная комната. Дети могут передвигать свои парты как им хочется.

68. Я выкинула эту тяжелую сумку из комода. Теперь я посмотрю, что еще осталось в ящике комода.

69. Мальчики и девочки должны теперь рано знакомиться с географическими картами мира. Невозможно знать, как скоро им придется самим путешествовать по свету.

70. Ты хочешь, чтобы я написал что-нибудь дедушке и от тебя? Я думаю, что он был бы очень рад получить письмо от нас троих.

71. Вы видите два окна, две картины и две двери в этой комнате.

72. Он любит лазить вверх и вниз по лестнице, но когда он падает, он всегда плачет.

7з. Пока на реке нет льда, приятно ездить по ней на парусной лодке. Особенно интересно ехать по реке в районе города.

74. У нас много фруктов в леднике. Я выну некоторые из них и положу их на стол.

75. Я выхожу из большого магазина и иду прямо к такси. Это признак, что я нахожусь опять в капиталистической стране.

Sentences for Form E
Pictorial Auditory Comprehension Test

(D) 1. I sit alone. I am so high up in this chair.

(A) 2. Bring that lamp over here.

(B) 3. You look funny with your hair that way!

(C) 4. He has three sheets of paper and the largest stack of books.

(D) 5. Don't come home too late, boys!

(D) 6. I have nothing but this pencil to write with.

(B) 7. The dining table is of the large kind and so is the desk.

(A) 8. I've written down everything you have said so far.

(C) 9. Why do you carry a bone around, if you haven't got a dog?

(D) 10. I'm giving the baby a bath while it is still warm in the house.

(B) 11. Whenever he is sick, he does not go to school.

(C) 12. These colors are beautiful. The cloth will make lovely curtains.

(C) 13. Sit down here and be still and your foot will soon stop hurting you.

(B) 14. Look to your right! Something interesting is happening.

(D) 15. I always have a lot to write. I've written half a page, already. I wish I had a typewriter.

(A) 16. I always have to chase you, Freddie. Please don't go swimming without me.

(D) 17. You can always see a pretty sunset from the fence in the meadow.

(B) 18. I'm glad you're sitting at the table, too. I don't like to eat alone.

(B) 19. It is hard to tell whether he has just come in or whether he is about to leave. His hat is on and he is reaching for the door.

(A) 20. These boys who burn the leaves in the fall are staying away from the houses.

(B) 21. This is a watch to wear on your wrist. It's handy when you travel or study.

(D) 22. I wish they had not given me so much food. I don't feel like eating.

(A) 23. Did he fall down or did you push him?

(D) 24. The feather will not make a sound no matter when it touches the ground.

(A) 25. She seems to be very absorbed in her reading as she does not seem to want to talk to the people around her.

(B) 26. I told you not take anything off the table until our guests arrive.

(C) 27. The closet is a mess. There are clothing and packages in it and the brooms are falling out.

(B) 28. Why did someone put the book on the very top shelf when all the lower ones are empty?

(D) 29. It's exactly eleven o'clock. Look out of the window. It's a nice day.

(C) 30. She is putting her arm around a little girl who is wearing the same kind of hat she is.

(B) 31. They say it is wet inside there, but it's too dark to tell.

(C) 32. Pulling the bent nails out of these boards will leave small holes.

(C) 33. I can thread the needle. You just hold the spool.

(C) 34. All the children are working with the teacher, but one boy is day-dreaming.

(B) 35. If you give me the round box, you won't have anything to use.

(D) 36. I will have to send this letter air-mail. The postman will be coming soon and I'm only half done.

(D) 37. This book makes me think of the film I saw and I feel like crying.

(C) 38. Will a striped dress look good on you? Try this one on for size.

(B) 39. I'm going to visit my friend, mother. I will be home before one o'clock.

(A) 40. If the children sit in a circle under the table, they don't need chairs.

(A) 41. I know he is crying and I feel badly too. But he has to be punished so that he won't do it again.

(A) 42. One woman is carrying her coat on her arm. The other one is about to put hers on.

(D) 43. Mary is already settled on the train and she is waving to us. Tom is carrying his suitcase on.

(A) 44. There is no moon tonight. The tree in front of our house stands motionless.

(A) 45. That man is using the traffic signal as an opportunity to ask us for a ride.

(A) 46. I'll chop this old table up for fire-wood. It's dirty anyway.

(B) 47. He always smiles when he sits on the floor and I give him something he likes to eat.

(D) 48. The boys are cheerful. They seem to have become friends.

(A) 49. There you are Natalie! You finally decided to travel by plane. A visit is better than depending on mail.

(A) 50. The teacher is making him sit alone and read his exercise. Let's go away from the classroom.

(B) 51. It's seven o'clock in the morning. He's still sleeping. Sometimes he does not hear the alarm.

(B) 52. There's a big boy! He doesn't fight with mother. He eats by himself.

(A) 53. Of course I'll fasten the buttons on the back of your dress. Just stand still.

(C) 54. I know this is a hard problem. But, perhaps, you, Sasha, can show the others how to solve it.

(A) 55. You must show your identification papers before you drive on to a military post.

(C) 56. I am very tired. I have been walking all day. I'm glad to be able to rest my feet under this tree.

(C) 57. I find it strange to read this letter now.

(A) 58. He has his wife walk in front of him, but he lets his daughter follow.

(A) 59. Although the top line seems shorter, they are both the same size. Do you know why that is?

(A) 60. It is eight o'clock and there is not a person, nor a car, nor a train in sight near the old railroad station.

(A) 61. I've read that book. It's all about fishes. I know that you are telling me to read it just as a joke.

(C) 62. I don't mind finding the place dirty, but finding broken furniture gets me angry.

(C) 63. I'm glad you don't think it's serious, doctor. I don't like to stay in bed.

(D) 64. If you go to the grocery, and if your bag is not too full, will you please bring a dozen eggs back for me?

(B) 65. Is that a way for a young man to behave? I haven't even seen the paper yet.

(D) 66. That's such a young tree, you'll break the branches. Come right down from it.

(C) 67. They have a nice school-room there. The children can move their chairs wherever they please.

(D) 68. I have taken this heavy purse out of the drawer and put it down. Now let me see what else is in the drawer.

(D) 69. Boys and girls must become familiar with maps of the world early these days. One can never tell how soon changing conditions will have them traveling around the world.

(B) 70. Do you want me to write something to grandfather from you, too? I think he would be happy to get a letter from the three of us.

(A) 71. You can see two windows, two pictures and two doors in this room.

(D) 72. He likes to climb up and down the stairs. But when he falls he always cries.

(D) 73. As long as there is no ice on the river, the sailing is nice. It's especially interesting to sail on a river in the city.

(B) 74. There is plenty of fruit in the refrigerator. I'll take some out and just put it on the table.

(D) 75. Out of the large grocery store and into a taxi! This is a sure sign of being back in a capitalist country.

APPENDIX C

THE RUSSIAN WRITTEN PROFICIENCY TEST

The Russian Written Proficiency Test
List of "Correct" Responses
Notes on Scoring

RUSSIAN PROFICIENCY TEST, FORM A

To the student: This is the same Russian Proficiency Test which was administered to most of the group in the Summer Language Programs at the beginning of the session. While many of the students felt discouraged by the items, analysis of the scores indicates that the test does a good job in getting at the relative proficiency of students, even if high scores on the test are almost out of the question. Analysis of the responses leads us to advise students to guess freely, giving their best possible answer and to write down as much as they can for each question, even when they can answer only part of the question.

NAME:______________________________

INSTRUCTIONS

The test consists of 60 items. Each item consists of the first eleven words of a Russian sentence, or group of sentences, except that the sixth word has been deleted.

Your task is to try to guess the word which was deleted, and to write that word in the proper grammatical form in the blank space provided in the sentence. Note that the blank spaces are uniform in length, but the words to be entered may be either long or short. Full credit is given for each item when you are able to give the exact Russian word which appeared in the sentence before deletion. Partial credit is given when either (a) you give the correct word, but in the wrong grammatical form, or (b) an incorrect word, but the correct grammatical form.

If you cannot think of the correct Russian word, you may gain partial credit by writing the English equivalent of the word in the space provided, and giving grammatical information about the word in the blank to the right and below each sentence.

The credit for grammatical information is based on the following list:

NOUNS	case, gender, number
PRONOUNS............	case, gender, number, type(relative,demon.etc.)
ADJECTIVES..........	case, gender, number, short or long form, (degree, where other than absolute)
VERBS...............	tense, voice, aspect, person, number
PARTICIPLES.........	tense, voice, aspect,case, gender, number

For example, here is an item filled in with the exact Russian word:
Весной и летом хорошо гулять ..в...... саду. Моя маленькая сестра летом ...

....

Here is an item filled in with an English equivalent because the examinee could not think of the Russian owrd; it shows also how the grammatical information is to be filled in.

(See the next page.)

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Моя маленькая сестра летом каждый ....day.... играет там - или на море.

Noun, accusative, masculine, singular

It is advisable to try to answer as many items as time permits, and to give all the information about the deleted word you can, unless you are quite sure you have given the correct Russian word.

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8. Сегодня он страшно одинок и . . . . верит уже никому. Одни хотят .....

- - - - - - - - - - - - - - - -

9. Теперь я снова в своей . . . . и меня окружают любимые картины.

- - - - - - - - - - - - - - - -

10. Когда уже после свадьбы Герцен заехал . . . . нему в его "Радклифовский замок", ...

- - - - - - - - - - - - - - - -

11. Еще собираясь на воскресную прогулку, ... : обедать будем у Веры Григорьевны.

- - - - - - - - - - - - - - - -

12. Я нахожусь в самом огне . . . . Жизнь солдата, у которого нет .....

- - - - - - - - - - - - - - - -

13. Принимайте также эти пилюли, по . . . . . пилюле каждые два часа. Больше ...

- - - - - - - - - - - - - - - -

14. И, как будто по заказу, _ _ _ _ _ _ музыка, медленно, неторопливо. Лица вологжан ...

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

15. Она посмотрела на меня и _ _ _ _ _ _ не отвечала, как будто могла ...

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

16. Сначала Илье что-то нравилось в этой _ _ _ _ _ _ , но когда он узнал, что ...

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

17. Мы меняли простыни, я поддерживала _ _ _ _ _ _ за спину и вдруг я почувствовала, ...

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

18. Теперь вся природа лежит перед _ _ _ _ _ _ , как некоторая система связей и ...

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

19. Я сказал, чтобы в зале _ _ _ _ _ _ не было! - опять закричал режиссер ...

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

20. Множеством глаз смотрит на могилу Ивана Владимировича _ _ _ _ _ _ стооконное здание. Пятьсот юношей ...

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

21. Так выяснилась ему теперь мысль ______ том, что единственное и несомненное ...

____

22. Что Грозному до того, что перечисленные ______ угасли до его воцарения, что ...

____

23. Мы не раз уже подчеркивали, ______ общественное развитие подчиняется действию своих ...

____

24. Иногда наступало молчание, и тогда Федор ______ на первый план, и становилось ...

____

25. Остановимся теперь на вопросах, связанных ______ организацией экономических отделов в музеях краеведения.

____

26. Стоя на почве манифеста Ц. К., напечатанного ______ № 33 "Социал - Демократа", конференция для бóльшей ...

____

27. Друзья поэта были поражены, оскорблены. ______ тут то смиренный Жуковский и ...

____

28. В условиях не усохнувшей феодальной ______ оказалось невозможным до конца ликвидировать ...

____

29. А боя того под Москвой ______ нельзя. Ночью проснешься, не открывал ...

____

30. У Захара Кузьмича Дялечкина вечер. Встречают Новый ______ и поздравляют с днем ангела хозяйку Меланью Тихоновну.

____

31. Немало еще таких районов, где ______ не заботятся об избах - читальнях, о ...

____

32. она круглые дни возилась с ______ , выводила ее гулять, кормила печенкой ...

____

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33. Технические отряды Красной Армии срочно _______ мосты, железную дорогу, порт. Сегодня ...

____

34. Кабинет самого Льва Николаевича напоминал комнату прилежного _______ небогатого студента. Стол, несколько стульев ...

____

35. В предыдущие свои приезды Володя тоже _______ приготовлениями для елки или бегал ...

____

36. Две неподвижные идеи не могут _______ существовать в нравственной природе, так ...

____

37. И вот тут (чего во _______ не увидишь!) вынырнул, как некий ...

____

38. Павел Петрович облобызался со всеми, не _______ , разумеется, Мими; у Фенечки он сверх ...

____

39. Опыты, проведенные в четырех мелких ______ , выявили, во-первых, неправильную нарезку полей ...

– – – – – – – – – – – – – – –

40. И опять на меня глядит ______ торжествует. Шум поднялся снова, как ...

– – – – – – – – – – – – – – –

41. Все время слышны глухие удары ______ в стену. В общем для ...

– – – – – – – – – – – – – – – –

42. Охотники несколько суеверны, и я ______ хочу запираться, что сначала сильно ...

– – – – – – – – – – – – – – –

43. Журавлик летел к лесу. Отвыкшие ______ слабели, но сознание свободы придавало ...

– – – – – – – – – – – – – – –

44. - Да это и без пояснений ______ , - охотно рассказывал Михаил. - Вы заметили, что ...

– – – – – – – – – – – – – – –

45. Беседуя с колхозниками о проекте _ _ _ _ _ _ оплаты труда, раз"ясняя ее принципы ...

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

46. Мы гордимся тем, что эти _ _ _ _ _ _ вызвали отпор из нашей среды ...

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

47. Казалось, что вот он перегнется _ _ _ _ _ _ и эти тонкие косточки хрустнут ...

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

48. Хотя я этому лозунгу и _ _ _ _ _ _ _ , но считал выступление в это ...

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

49. Чрезвычайный с"езд Юго-Западного фронта, состоявшийся 18 - 24 _ _ _ _ _ _ 1917 года, протекал исключительно ...

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

50. Как и Рылеев, юный Лермонтов _ _ _ _ _ _ гордости героическим прошлым русского народа ...

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

51. Он шел легкой, порхающей поступью, _ _ _ _ _ _ черным, тонким, как прутик, хлыстом ...

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

52. Пашнин пропустил минуту, пока прогорел "фонарь", _ _ _ _ _ _ к Анечке, шептал: - Что же мы ...

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

53. На совещании были всестороннее рассмотрены _ _ _ _ _ _ _ в международной обстановке, связанные с ...

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

54. Поэтому естествен интерес, который привлекла _ _ _ _ _ _ себе книга В. Фролова "О советской комедии".

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

55. Весьма ярким примером может служить _ _ _ _ _ _ крупнейших автомобильных монополий США Дженерал Моторс ...

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

56. Да; это единственные разрушители, которых _ _ _ _ _ _ должно опасаться, единственные анархисты, на ...

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _

57. Творчески применяя опыт русских коммунистов, — — — — — — — — и демократические партии многих капиталистических ...

— — — — — — — — — — — — — — — —

58. Музей посещают люди разнообразных профессий. — — — — — — — отзывы красноречиво свидетельствуют о большой ...

— — — — — — — — — — — — — — — —

59. Далее в бланке ставится вопрос — — — — — — — площади помещений, занимаемых хлебопекарным предприятием.

— — — — — — — — — — — — — — — —

60. Положение батрачества на Украине нельзя признать — — — — — — — . Этот вопрос недавно подвергался обсуждению ...

— — — — — — — — — — — — — — — —

LIST OF "CORRECT" RESPONSES FOR THE RUSSIAN WRITTEN PROFICIENCY TEST

1 в
2 сказать
3 с
4 быть
5 семье
6 бы
7 этого
8 не
9 комнате
10 к
11 решили
12 борьбы
13 одной
14 полилась
15 долго
16 женщине
17 его
18 нами
19 никого
20 большое
21 о
22 роды
23 что
24 выступал
25 с
26 в
27 вот
28 формации
29 забыть
30 год
31 никто
32 кошкой
33 ремонтируют
34 и
35 занимался
36 вместе
37 оно
38 исключая
39 колхозах
40 и
41 тарана
42 не
43 крылья
44 понятно
45 денежной
46 насилия
47 ещё
48 сочувствовал
49 ноября
50 полон
51 помахивая
52 подполз
53 изменения
54 к
55 решение
56 общество
57 коммунистические
58 их
59 о
60 удовлетворительным

NOTES ON SCORING THE RUSSIAN WRITTEN PROFICIENCY TEST

The general principles of scoring the Russian Written Proficiency Test are discussed in the Text (pages 13 and 14). Some of the details of the scoring procedure are discussed here.

The scoring procedure consisted of the assignment of points in the fashion described below. The term "correct" in this description is used to designate the word which was, in fact, deleted from the original text.

A. Nouns Pronouns Verbs Adjectives Participles	-- 4 points for the correct word, or a possible word in the context given. The word must be in the proper inflectional or conjugational form. Note that this implies that sometimes (using the case of nouns as an example) the context would perfectly constrain number, gender, and case of the word and that on other occasions a wider variety of words and forms would be acceptable. The leeway allowed as to whether 4 points would be awarded for a response would depend on the amount of restriction supplied by the contextual segment.
	-- 3 points were assigned if the word fitted the context grammatically but did not seem to fit the segment semantically. Where an appropriate pronoun was substituted for a noun it was awarded 3 points. Misspellings of words which would otherwise be assigned 4 points were assigned 3 points.
	-- 2 points were assigned if a possible meaning of the deleted word was given in English and the grammatical description was as complete as the context demanded.
	-- 1 point was assigned either if an English meaning indicating comprehension of the context was given correctly, or if the student gave an adequate grammatical description in terms of the context. On occasion, where a Russian word with an appropriate meaning was supplied in an improper grammatical form, 1 point would be assigned as though it were an English word with an appropriate meaning.
B. Stereotyped idiomatic expressions	-- 3 points were assigned if the response was "correct."
	-- 2 points were assigned if some other, less suitable but possible, expression was substituted.
	-- 1 point was awarded when the meaning of the expression was indicated in English and there was some indication of the grammatical form.

C. Prepositions -- 2 points were given for the correct (or perfectly reasonable) preposition in Russian. To be considered perfectly reasonable, a preposition had to be possible in the context, both grammatically and semantically.

-- 1 point was assigned for indicating the direction or relationship to be specified by the preposition (in English) and for naming the part of speech.

D. Adverbs -- 2 points were assigned for the correct adverb or a possible good grammatical and semantic fit.

-- 1 point was assigned for an adverb that did not fit perfectly in the semantic context but which seemed to show comprehension of the context. 1 point was also assigned for an indication of an appropriate meaning in English and for the correct designation of the part of speech.

E. Participles, Conjuctions -- 2 points were assigned for the correct form or a possible good fit.

-- 1 point was assigned for a form that did not fit the context perfectly but showed comprehension of the contextual segment. 1 point was also assigned for the designation of the meaning of the function of the participle in English.

F. In addition there were some special cases.

It is to be noted that in Russian the part of speech of any word is not always completely restricted by the context surrounding it. Thus, it was often possible for a student to supply, for example, a perfectly reasonable adverb in a context where a noun originally stood in the text. The procedure followed in scoring such cases was as follows: if the part of speech inserted could earn a maximum value of points which was less than the maximum value of points for the word which originally stood in the context, the maximum value of points for the form inserted by the student was assigned; if the part of speech which was inserted by the student had a maximum value which exceeded the maximum value of the part of speech which originally stood in the context, the response was awarded one point less than the maximum value for that part of speech. For example, a noun reasonably inserted in place of a pronoun would get 3 points instead of 4 if it was perfectly reasonable in all other aspects. It thus sometimes occurred that students scored more points on an item by supplying a perfectly reasonable response than by supplying the arbitrarily defined "correct" response.